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Equality of educational opportunity : a descriptive study on Mexican American access to higher education.

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EQUALITY OF EDUCATIONAL OPPORTUNITY: A DESCRIPTIVE STUDY ON MEXICAN AMERICAN ACCESS TO HIGHER EDUCATION

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EQUALITY OF EDUCATIONAL OPPORTUNITY:
A DESCRIPTIVE STUDY ON MEXICAN AMERICAN
ACCESS TO HIGHER EDUCATION

A DISSERTATION

By

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To my sons, my wife, and my parents:

Carl and Paul

Gloria

Mr. & Mrs. Oscar F. Cardenas

...for their own contributions which

made this study possible.

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A B S T R A C T

Equality of Educational Opportunity:
A Descriptive Study on Mexican American Access
to Higher Education (April 1974)

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This study was addressed to the issue of equality of educational opportunity as it concerns access to higher education for Mexican Americans. The concept of equality of educational opportunity suggests that schools and universities and all levels of government must take into account the economic, social, and cultural characteristics of the students' family, neighborhood, and community and provide relevant resources and attention to their particular needs.

The problem was diagnosed through the review of literature demonstrating a case of severe underrepresentation of Mexican Americans in higher education in relationship to their population in the Southwestern United States. During the last decade a combination of social forces brought about some changes and an increased recognition by college administrators and faculty of the need to provide access to their institutions to Mexican Americans. Some of these factors can be attributed to the social unrest of minorities in the sixties, the

subsequent civil rights and higher education legislation, and the growing self-determination of the Mexican American and other minorities to fully share in the benefits available to other members of the society.

A case study of three college-access programs was undertaken to gain a better understanding of the changes taking place and of the specific practices designed to improve college access for members of this ethnic group. The conceptualization of this study was a direct result of the investigator's four-year experiential base with one of the college access programs in San Antonio, Texas. This city with a population of close to 750,000 and with more than fifty percent Mexican American, serves as the "laboratory" for viewing major variables affecting Mexican American access to higher education in that region.

The findings of this study were derived through a case study analysis and resulted in the following recommendations for further study and action:

1. The problem of Mexican American underrepresentation in colleges and universities is complex and there are many interlocking social, economic, and political forces affecting educational results.

2. The three programs described and analyzed in the study were found to be successful in helping Mexican American students to enter and succeed in college.

3. While all three programs operate within educational institutions, they represent different approaches from traditional

practices. These variegated approaches appear to offer great promise in alleviating the problems which were identified.

4. In some cases, the achievements of students are simply the result of the opportunity that these programs provided them for college study. In other cases, the supportive and specialized curriculum apparently did help as evidenced by the high response to the questionnaire that UNICO was important to them during their first year at St. Mary's. Additionally, a study on grade point averages for summer, fall, and spring semesters reveals that eighty per cent of the UNICO students are being retained in making progress towards an academic degree. These students would not have been able to do so without the existence of the program.

5. While public four-year colleges and universities have not been available in the San Antonio community, one is expected to open its doors to undergraduates by fall, 1975. By virtue of its location, the new university will already have one "characteristic restraint" for Mexican American access to higher education.

6. A total and comprehensive commitment on the part of educational institutions to commit their resources, to seek additional resources from government and private foundations and businesses, and a willingness to change and seek solutions to the inequalities of results is recommended by this study.

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CHAPTER I

ORIENTATION AND BACKGROUND OF THE STUDY

Introduction

> Mexican Americans suffer in American society from innumerable inequities and injustices. One of these is the failure of educational institutions to provide them with the skills, knowledge, and credentials for entrance into higher levels of society.[1]

The history and literature on Mexican American education demonstrates that educational institutions--either through design or default--have failed to adequately reach and teach the Mexican American student. High attrition rates, poor school performances, and low levels of college attendance among members of this major ethnic group represent a formidable challenge to those who seek, or find themselves in, educational leadership positions.

Increasingly college administrators and faculty are beginning to recognize the need to provide access to their institutions to Mexican Americans and other minorities who represent a challenge to the status-quo. This consciousness-raising was brought to the fore-front during the last decade through a combination of social forces: the social unrest of minorities, the subsequent civil rights and higher education legislation, and the growing self-determination of the Mexican American and

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[1]Thomas P. Carter, Mexican Americans in Schools: A History of Educational Neglect (New York: College Entrance Examination Board, 1970), p. 221.

and other minorities to fully share or participate in the richness and powers available in the society. In view of the fact that many of these new students have received inadequate college preparation and are economically disadvantaged, more research and attention by educators is necessary to find out what impedes as well as what facilitates access for specific groups if social inequities are to be alleviated. Specifically the underrepresentation of Mexican Americans in college and the special factors of economic inequality both require that more be known about college access and opportunities for them to succeed.[2]

Although some suggest that educational reform cannot bring about economic and social equality,[3] this study rests on the assumption that

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[2]Richard I. Ferrin, et al., Access to College for Mexican Americans in the Southwest (Austin, Texas: College Entrance Examination Board, July, 1972), p. 5.

[3]Christopher Jencks, et al., Inequality: A Reassessment of Effect of Family and Schooling in America (New York: Basic Books, Inc., 1972), pp. 399. This study suggests that schooling does little to either create inequality or to combat it in American society; that educational reform cannot bring about economic or social equality; that even if the schools could be reformed to ensure that every child received an equally good education, adult society would hardly be more equal than it is now.

For a good rebuttal to the issues raised by Jenck's Inequality, the reader is encouraged to read MEFORUM: Responses to Issues in Education, Vol. 1, No. 2, the Journal of the School of Education, University of Massachusetts, Amherst, (October, 1973), p. 42. Five articles written by members of the School of Education attempt to expose mistakes and examine the implications of Jenck's research. Of specific importance to this study is the manner in which Jenck's research is being used to justify reducing commitments to education, as Dean Dwight Allen points out: "Already conservative writers and politicians have publicly used the report of the Harvard Center for Educational Policy Research to justify opposition to educational reform. In a time when many people are looking for any excuse to reduce or eliminate educational funding, a report with the prestigious stamp of a major university arguing that such expenditures are inherently wasteful will certainly take its toll. The saddest thing is that those most seriously affected will not be those people safely ensconced in vine-covered ivory towers, but rather the poor and oppressed who lack the academic, economic and political leverage with which to refute such conclusions," p. 3.

education, and more specifically, higher education, powerfully affects the options available to anyone. In the case of the Mexican American, the acquisition of a four-year college education opens a hope factor for full participation in American life. It is also the kind of vehicle members of this ethnic group can use for entry into graduate and professional schools, positions of leadership in their community, social anc economic mobility, intellectual growth, and skills to cope in this rapidly changing complex society.

Two important factors led to the conceptualization of this study. First, this investigator served over a four-year period as a College Placement Specialist, Assistant Director, and Director of Project STAY, Inc., a community-based Educational Talent Search Program in San Antonio, Texas, aimed at improving college accessibility for minority/poverty high school graduates. This experiential base provides a framework for firsthand observations about the operation of one of the college access programs serving Mexican American students in San Antonio, Texas. Secondly, in Spring of 1972, this investigator had the opportunity to participate in a project of the College Entrance Examination Board along with seven other Mexican American college administrators and faculty to survey nearly two hundred colleges and universities in the Southwest to gather baseline information on Mexican American access to higher education. The product of this survey was published by the College Entrance Examination Board in a report entitled Access to College for Mexican Americans in the Southwest(July, 1972); it provides timely data on enrollment patterns, recruitment and support practices, as well as an estimate on the number of Mexican American faculty and student support

personnel found in the Southwest.[4] Because of the nature of surveys, the College Entrance Examination Board's report does not provide in-depth information on such areas as programs and services, nor was it intended to do so. This study will build on the kind of information provided by the CEEB report by using a case study approach on three significant college access programs serving predominantly Mexican American students. Further, this study focuses on the extent of services offered Mexican American students at one particular university.

Finally, the relative new emphasis on access to higher education for Mexican Americans is understandably an important step toward the attainment of equal educational opportunity for members of this ethnic group. In order to continue to develop an informational base to serve as a springboard for effective educational planning and management concerning Mexican American access to higher education, this study is intended to be descriptive, generating data from three college access programs serving predominantly Mexican American students in San Antonio, Texas.

Purpose of the Study

There are four major objectives in this study. The first objective is an attempt to provide broad-base information about Mexican American education in an effort to expand knowledge on the kinds of changes that are needed to achieve equitable representation and equal educational opportunities for Mexican Americans in institutions of higher learning.

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[4]Richard I. Ferrin, et al., op. cit., p. 42.

The second objective is to examine the nature and extent of selected educational practices in San Antonio, Texas, intended to improve opportunities for economically and educationally disadvantaged students to enter and succeed in colleges and universities. Specifically, the case study describes and analyzes the objectives and scope of services of the following three programs: (1) Project STAY (Scholarships To Able Youth), a community-based Educational Talent Search Program; (2) UPWARD BOUND operating at St. Mary's University in San Antonio; and, (3) Project UNICO, a Special Services for Disadvantaged Students Program also operating at St. Mary's University (1971-1973). The case study focuses on Project UNICO at St. Mary's University to demonstrate the process of how one small church-related liberal arts university during the Project's operation between 1971 and 1973 attempted to improve opportunities for economically and educationally disadvantaged students to enter the university under the auspicies of the program. Although it might seem more appropriate for a study of access to examine a public, rather than a private institution, this program was selected because the majority of students served by the program are of Mexican American descent. The Project also serves to illuminate how one Special Services program operated to increase the chances for "target students" to succeed within a traditional university.

The third objective is to gather data on Project UNICO for the years 1971 to 1973 and to present a descriptive analysis of program services, student characteristics, as well as an analysis of student perceptions of the program.

The fourth objective is to present a summary and results on the above data, and to develop recommendations for further study and research.

Definition of Terms

The following terms are defined operationally as they are used in the study.

Access -- this term refers to conscious efforts on the part of educational institutions to improve the process for Mexican Americans and/or other underrepresented populations to have an equal educational opportunity to enroll and succeed in colleges and universities. More specifically, the term "access" refers to the improvement of the admission process, student financial assistance, recruitment practices, programs and services, faculty and student support personnel in order to accommodate the needs and characteristics of the Mexican American student.

Anglo -- is employed here as it is used in Southwestern United States to refer to all white persons who are not Mexican American or members of other Spanish surnamed groups.[5]

Chicano -- a term used to identify the Mexican American. In recent years the term has gained wide acceptance among

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[5]U.S. Commission on Civil Rights, Report I, Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest (Washington, D.C.: U.S. Government Printing Office, April, 1971), p. 7.

Mexican Americans especially the youth. It also receives wide usage in the mass media. For the purpose of this study, both terms, Chicano and Mexican American, will be used interchangeably.[6]

Compensatory or remedial education -- term used for programs of special services intended to compensate for an alleged complex of social, economic, and educational handicaps suffered by disadvantaged children.[7] The term also implies remediation of student deficiencies so that a student may enter a program of study for which he was previously ineligible, usually a regular college course or program.[8]

Descriptive Study -- for classification purposes, this study is intended to be descriptive according to the typology of educational research identified by John Best.[9] Best's three types are historical, descriptive, and experimental. He defines a descriptive case study as one which provides an intensive examination of many characteristics of one unit whether it be a person, a

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[6]U.S. Commission on Civil Rights, Report I, Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest (Washington, D.C.: U.S. Government Printing Office, April, 1971), p. 7.

[7]Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged: Programs and Practices--Preschool Through College (New York: College Entrance Examination Board, 1966), p. 134.

[8]John E. Roueche, Salvage, Redirection, or Custody? (Washington, D.C.: American Association of Junior Colleges, 1968), p. VIII.

[9]John W. Best, Research in Education (New Jersey: Prentice-Hall, Inc., 1959), p. 112.

project, organization, community, culture or other singular social unit.

Development Instruction -- refers to the development of skills or attitudes, such as, reading abilities and study habits and may or may not have anything to do with making a student eligible for a regular college course or program.[10] The terms "remedial" and "developmental," however, are often used interchangeably depending on whether or not the instruction is designed to make a student eligible for a regular college course or program.[11]

Equality of Educational Opportunity -- the basic premise of this study addresses the issue of equality of opportunity. Jarrett defines this ideal to mean that whatever the case with respect to the unequal distribution of characteristics, abilities, possessions, the variations in social class or the range of power, no person should be denied the possibility of improving his or her lot.[12] Most of us agree that the only equality appropriate to a free society is equality of opportunity to perform to the limits of one's potential and to make a maximum contribution to the common good.

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[10]John E. Roueche, p. VIII.

[11]Ibid., p. VIII.

[12]James L. Jarret, "The Meanings of Equality," The Conditions for Educational Equality, edited by Sterling M. McMurrin (New York: Committee for Economic Development, 1971), p. 14.

Furthermore, the importance of opportunity for betterment has long been closely assoicated with education. The President's Commission on School Finance goes a step further in operationalizing the concept: To offer children only equal education, disregarding differences in their circumstances, is merely to maintain or perhaps even to magnify the relative effects of advantage and handicap. Equal treatment of unequals does not produce equality. The Commission further urges that schools assume obligation to relate realistically in their programs to the needs of the individual student as well as to the total student body. Specifically, to provide equality of opportunity, school programs and all levels of government must take into account the economic, social, ethnic, and cultural characteristics of the child's family, neighborhood, and community and provide relevant resources and attention for children from disadvantaged environments.[13] The concept of equal educational opportunities will be used in this latter context.

Equitable Representation -- as a measureable goal of providing access to higher education For Mexican Americans, "equitable representation" will refer to a ratio of Mexican American enrollment in institutions of higher

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[13]The President's Commission on School Finance, Schools, People, Money: The Need for Educational Reform (Washington, D.C.: U.S. Government Printing Office, 1972), p. 15.

learning approximating the same ratio as the dominant Anglo group in relationship to their total populations in the United States. (See Table 1 for an example of arriving at the degree of underrepresentation for minorities in the United States). This term does not imply exact proportional representation. The ideal, of course, is universal opportunity for education beyond the high school. "The goal of universal education beyond the high school is no more utopian than the goal of full citizenship for all Americans, for the first is becoming prerequisite to the second. If a person is adjudged incapable of growth toward a free mind today, he has been adjudged incapable of the dignity of full citizenship in a free society."[14]

Higher Education -- refers to what is commonly known as a college or university education consisting of academic programs leading to the baccalaurate degree. Transferrable academic programs at the Junior or Community colleges are included within this definition of "Higher Education."

Mexican American -- "persons who were born in Mexico and now reside in the United States or whose parents or more

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[14]Educational Policies Commission, Universal Opportunity Beyond the High School (Washington, D.C.: National Education Association, 1964), p. 36.

remote ancestors immigrated to the United States from Mexico. It also refers to persons who trace their lineage to Hispanic or Indo-Hispanic forbears who resided within Spanish or Mexican territory that is now part of the Southwestern United States."[15]

Project STAY -- refers to the community-based Educational Talent Search Program funded by the U.S. Office of Education under the auspices of the Higher Education Act of 1965 which serves predominantly Mexican American school districts in San Antonio, Texas. The acronym STAY stands for Scholarships To Able Youth.

Project UNICO -- refers to the federally-funded Special Services for Disadvantaged Students Project operating at St. Mary's University, San Antonio, Texas, selected by this investigator as the basis for a descriptive study of freshmen participants for two summers and academic years, 1971-1973. The name "UNICO" was formed by taking the first three letters of "university" and the first two letters of "college" since the project was initiated as a consortium effort by Our Lady of the Lake College and St. Mary's University. (In Spanish, the name "UNICO" also means "unique.") This study deals only with the operation of Project

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[15]U.S. Commission on Civil Rights, Report III, The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest, p. 5.

UNICO at St. Mary's University for the purpose of maintaining a manageable dissertation study.

Retention -- refers to student achievement of satisfactory academic success, as success is defined by the institution. Generally each institution of higher learning has its own retention policy usually based on a grade point system whereby a student is expected to maintain at least a minimum grade point average or run the risk of being placed on scholastic probation or suspension. The grade point system is designed to measure both the quantity and quality of academic work for satisfactory academic progress towards the baccalaurate degree. The quantity of work is measured by the credits obtained by successful completion of courses. The quality of work is measured by grades. Each grade is equated with a quality point. Within the context of "access," retention refers in its broadest sense to those institutional practices designed to assist students to remain in college and to successfully move toward completion of a four-year college education.

UPWARD BOUND -- refers to the precollege preparatory program operating at St. Mary's University, serving a considerable number of Mexican American students. This program is also funded by the U.S. Office of Education.

Significance of Study

This study seeks to increase knowledge in at least three major areas:

1. Increase knowledge about Mexican Americans in higher education. One investigator who has done considerable work in the field of college access for minorities points out that "the Mexican American population is difficult to define, locate, and study."[16] This study, hopefully, will serve as an attempt to bridge the gap of knowledge about the Mexican American population with particular reference to the question of improving access to higher education.

2. Contribute to the development of an informational base. Through the use of a case study approach of three college access programs serving Mexican American students in San Antonio, Texas, this study hopes to add to contemporary knowledge on Mexican American access to higher education by providing in-depth information on selected programs and services offered in San Antonio, Texas, and particularly at one university.

3. Contribute to a better understanding of institutional social responsibility and change. There is no doubt that the nation's colleges and universities will increasingly be called upon to play a vital role in tackling social problems. One area where improvement is needed is the preparation of individuals and groups from oppressed backgrounds in order that they can more effectively participate in a leading technological society. By focusing on a particular university and a particular

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[16] Fred E. Crossland, Minority Access to College: A Ford Foundation Report (New York: Schocken Books, 1971), p. 11.

type of program, this study hopes to emphasize the need for institutions of higher learning to search for solutions to social inequities, rather than ignore and perpetuate them. The case of the Mexican American in search of better opportunities in higher education demonstrates the need for administrators in higher education to recognize, accept, and develop strategies to provide for the special personal and academic needs of new students:

> The population seeking improved post-secondary educational opportunities is rapidly changing. It is increasingly larger, now including over half of all high school graduates as well as many individuals beyond 'college age.' It is increasingly different, as a result of the multiple cultural and technological changes at work in our society. It is increasingly new in that it includes more individuals from socio-economic groups and circumstances previously underrepresented in post-secondary education.[17]

Delimitations of the Study

1. This study deals with the pressing issue of equal educational opportunities for Mexican Americans. More specifically, it is concerned with one facet of that issue: it attempts to describe "what exists" in programs and services that aim to facilitate the process by which economically and educationally disadvantaged students enter and succeed in a traditional college environment. It does not suggest that longstanding

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[17] U.S. Department of Health, Education, and Welfare, Fund for the Improvement of Post-secondary Education (Washington, D.C.: Program Information on the Fund for the Improvement of Post-secondary Education, 1973), p. 2.

inequities have been removed, nor that all Mexican Americans are economically or educationally disadvantaged or need "Special Services" to enter and succeed in college. It does suggest that for many students, American education is not working as it was intended to work in providing students with skills, knowledge, and credentials to be contributing members of Society. Consequently, the effects of poor schooling compound the struggle for college access on the part of many Mexican Americans and contributes to the perpetuation of social, economic, and political adult inequality.

2. Although this study does not deal directly with many important areas that need to be researched, it acknowledges that some of the following factors can influence directly or indirectly the Mexican American student chances for successfully entering and completing a program in higher education: an examination of differences in schools and their curricula offerings; coordination between secondary schools and colleges and (between junior and senior colleges); teaching improvement strategies and methodology; curriculum change and relevance; individualization of instruction; bilingual bicultural education; community involvement; impact of education on students attitudes, self-concepts, and sense of control over their lives; faculty attitudes toward minority students; and many other factors too numerous to be listed.

3. The use of a case study approach on a Special Services project at a private university may limit the study for comparison of efforts between private and public colleges, especially since sense of mission held by the two tends to be different.

Design of the Study

The general approach of this study is descriptive; it attempts to develop an informational base on selected programs and services aimed at facilitating Mexican American access and retention in higher education. To achieve the objectives of this study, data are generated through a review and analysis of literature, and through the use of Project documents, on-site visitations, staff interviews, and the investigator's firsthand knowledge and observations. A description is developed of the following three programs serving predominantly Mexican American students in San Antonio, Texas:

-Project STAY, Inc. -- a community-based Educational Talent Program

-UPWARD BOUND -- a precollege preparatory program at St. Mary's University

-Project UNICO -- a Special Services for Disadvantaged Students Project at St. Mary's University (1971-1973)

Criteria for analysis of the programs include the identification of the nature and extent of services provided, their objectives, underlying rationales, processes, strategies, and outcomes. These programs are also compared with the types of programs and services found in the review of the literature.[18]

Further, a more intensive case study analysis of Project UNICO is provided for the following purposes:

a. to describe how one university attempted through the use of a Special Services program to improve opportunities for

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[18] See Chapter II, pp. 70-85.

Mexican American students to succeed, as success is defined by the program;

b. to describe those student characteristics or factors that would have precluded their having an opportunity to enter St. Mary's University, and to identify the kind of admission flexibility that permitted them to do so;

c. to identify the recruitment practice or the manner in which students were referred to Project UNICO;

d. to determine the kind of success two freshmen student groups experienced during their first summer program and full academic year at St. Mary's University;

e. to provide insight into the kind of services that UNICO provided the students as well as to describe how students view the importance of services that UNICO provided them; and

f. to test St. Mary's University as an example for the kind of desirable educational changes identified through the review of the literature.

The intensive case study analysis of UNICO is done by gathering data from program records for the entire group of thirty-seven (37) freshmen students recruited by Project UNICO to enter St. Mary's University through their summer program for the academic year 1971-1972 and another group of twenty-nine (29) freshmen students who participated in the UNICO summer program and the academic year 1972-1973. Appendices A & B are instruments which were used to gather student data confidentially on such variables as: age, sex, ethnic background, family income, size of family,

rank-in-high school graduating class, composite and subject area scores on the American College Testing Program (ACT), course loads (credit and non-credit), and grade point averages for the summer, fall, and spring semesters. Additionally, data were gathered to indicate the individual services that students received including: Summer college orientation, tutoring, transportation, individual counseling, financial aid counseling, veterans support, health services, special curriculum, reading, basic study skills, developmental math, English grammar and composition and any other not included in the above.

The "Student Feedback Questionnaire" (See Appendix C) was used to provide the sixty-six (66) students who participated in UNICO to respond as to how they view the importance of Project UNICO during their first year at St. Mary's University. The questionnaire was mailed to the students in the summer 1973. They were requested not to sign their names in order to encourage confidentiality and freedom of expression. The questionnaire is designed to elicit the student's perception of the importance of Project UNICO to them during their freshmen year at St. Mary's University as well as to obtain a reading on how they view the importance of individual UNICO services. Additionally, there are two open-ended questions to give the students an opportunity to suggest additional services that might have been offered by the Project and to offer any other comments they might wish to make concerning the program.

The end result of the study is to combine the review of the literature and the description and analysis of the case study to make some careful observations about the process that exists for improving

access and retention for Mexican Americans in San Antonio, Texas, and to develop some implications for further study and research.

Chapter I lays the background for the study and outlines the purpose, definition of terms, significance, delimitations, and the design of the study.

Chapter II presents a review and an analysis of selected literature on Mexican American access to higher education; socioeconomic, educational, and political factors limiting college accessibility for Mexican Americans; and major developments and trends for improving Mexican American educational opportunities at the elementary, secondary, and college level. The focus is on identifying major themes of importance to the concept of improving college accessibility which will provide an analytical framework for the case study and final results.

Chapter III describes and analyzes selected college access programs serving Mexican American students in San Antonio, Texas, with the case study of Project UNICO serving as a focal point. The programs are discussed vis-a-vis the nature and extent of services provided, their objectives, underlying rationales, processes, strategies, and outcomes.

Chapter IV presents a detailed description and analysis of the sixty-six (66) freshmen students participating in Project UNICO for summers and academic years 1971-1972. Factors that facilitated their access to St. Mary's University are noted as well as those factors that would have impeded their opportunity to do so. Course loads and academic performance (G.P.A.), persistence after summer, fall, and spring semesters as well as student perception of the program provide some measurement of the success and retention power of the students, as success is defined by the program.

Chapter V combines the summaries of the review of the literature and the description and analysis of Project UNICO and related programs to provide some reflective observations about the process that exists for improving Mexican American access to higher education. From this vantage point, some implications are derived for improving the processes that will assist more Mexican Americans to be successful in schools and to be better prepared to consider college as an option on an equal basis with other groups in the society. Recommendations for further study and research are provided.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

This chapter is divided into three sections. The first section presents an overview of contemporary knowledge on Mexican American access to higher education.

The second section examines socioeconomic, educational, and political factors that tend to suppress the college potential of Mexican American students.

The third section analyzes major developments and trends for improving Mexican American educational opportunities at the elementary, secondary, and college level.

SECTION 1: CONTEMPORARY KNOWLEDGE OF MEXICAN AMERICAN ACCESS TO HIGHER EDUCATION

Underrepresentation

Perhaps the most striking fact about access to higher education for Mexican Americans is the severe underrepresentation of this ethnic group in colleges and universities in proportion to their population. The population of the Mexican American is estimated between six and ten million with about 80-90 percent residing largely in the southwestern states of Arizona, California, Colorado, New Mexico, and Texas.[1] This

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[1] These population estimates are those of Public Advocates, Inc., California's and the Southwest's Largest Minority--One in Six a Chicano, submitted pursuant to San Francisco Court Suit: Confederation de la Raza Unida, et. al., vs. George H. Brown, Director of United States Census Bureau, et. al., January 24, 1972. They contend that Mexican Americans were undercounted in the 1970 Census by at least 15 percent. (See Appendix D-2 for 1970 U. S. Census Bureau figures.)

makes the Mexican American the largest minority in the southwestern United States. Small communities of Mexican Americans are found in all large western and midwestern urban areas, with notable but relatively small enclaves appearing in Kansas, Michigan, Illinois, (especially in and around Chicago) and some other areas.[2]

In a selected showing of 1968 enrollment data, Cabrera illustrates the underenrollment of Mexican Americans in higher education. He points out that the numbers of high school graduates and numbers of students continuing in to higher education are far too limited when compared to their percentage of the total population in any state.

> Mexican American enrollment was as follows: University of California, Berkeley, 496 (1.9 percent); University of Texas at Austin, 838 (3.4 percent); University of Arizona, Tucson, 1,116 (4.9 percent); University of Colorado, 249 (1.3 percent); and the University of New Mexico, Albuquerque, 1,711 (11.7 percent).[3]

Using 1970 enrollment figures, Crossland estimated that Mexican American enrollment would have to increase by 165,000 (from 50,000 to 215,000)--an increase of 330 percent--to achieve proportional respresentation of Mexican Americans in higher education.[4] (See Table 1).

In Spring, 1972, this investigator participated on a Southwestern Committee for Higher Education to conduct a survey sponsored

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[2]Joan W. Moore, Mexican Americans (New Jersey: Prentice-Hall, Inc., 1970), p. 53.

[3]Y. Arturo Cabrera, Emerging Faces: The Mexican American (Dubuque, Iowa: William C. Brown Co., 1971), p. 62.

[4]Fred E. Crossland, Minority Access to College: A Ford Foundation Report (New York: Schocken Books, 1971), p. 16.

TABLE 1

Estimated Minority Underrepresentation in College, 1970**

	1		2		3
	1970 Est. Total Pop.		1970 Est. College Enrollment		Percent of Pop. Enrolled***
Black Americans	23,550,000	11.5%	470,000	5.8%	2.0%
Mexican Americans	5,000,000	2.4	50,000	0.6	1.0
Puerto Ricans	1,500,000	0.7	20,000	0.3	1.3
American Indians	700,000	0.4	4,000	0.1	0.6
	30,750,000	15.0	544,000	6.8	1.8
All Others	174,250,000	85.0	7,506,000	93.2	4.3
	205,000,000	100.0	8,050,000	100.0	3.9

**Source: Fred E. Crossland, Minority Access to College: A Ford Foundation Report (New York: Schocken Books, 1971), pp. 10-18.

***"The degree of underrepresentation of each of the four minority groups may be determined by computing the relationship between each minority's estimated enrollment and its estimated total population. The ratios (expressed as percentages)" (p. 15).

by the College Entrance Examination Board and the ESSO Education Foundation on the issue of access to college for Mexican Americans in the Southwest.[5] A principal finding of this survey based on the responses of college administrators at a representative sample of 153 institutions indicated that: (See Appendix D-1 for sample population)

> In Fall 1971 an estimated 144,000 Mexican Americans were undergraduates in Southwestern colleges. Although this represents a 14 percent increase over the previous Fall, the figure would need to be increased by at least another 100,000 to provide a number proportional to the college-age population.[6]

While any statistical information needs to be interpreted with care, these referential estimates nevertheless indicate that there is less than an equitable representation of Mexican Americans in institutions of higher learning. It also means that many Mexican Americans still do not have an equal chance to benefit from this nation's progress and abundance.

Since the 1972 College Entrance Examination Board Access Survey represents the most current and systematic collection of data available on access to college for Mexican Americans in the Southwest, a brief overview of their principal findings will be presented including information on enrollment patterns, recruitment efforts, financial aid practices, programs and services, and faculty and student support personnel.

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[5]Richard I. Ferrin, et. al., Access to College for Mexican Americans in the Southwest (Austin, Texas: College Entrance Examination Board, July, 1972), 42 pp.

[6]Ibid., p. 1.

Enrollment Patterns

The emerging pattern for Mexican Americans indicates clearly that 1) the majority enrolling in college are attending public institutions (90 percent); 2) of those in public institutions, twice as many attend community colleges (60 percent); and 3) there is an upward trend in college attendance for Mexican Americans, with California leading in increased enrollment of the five southwestern states.[7]

Recruitment Efforts

The most frequently used recruiting devices among public colleges in counties having large numbers of Mexican Americans are Mexican American staff, Mexican American students, and special visits to high schools that enroll many Mexican Americans. Spanish language media in communications for recruitment purposes are used regularly by only 14 percent of these colleges.[8]

Financial Aid Practices

Although the majority of Mexican Americans attend community colleges, the CEEB Survey indicates that on the average, Mexican Americans receive only $168 in financial aid, or about 10-15 percent of their college costs. This data has significant meaning especially when one considers the relatively low socioeconomic status of the

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[7] Ibid., pp. 8-10.

[8] Ibid., p. 1.

Mexican American and findings by Ferrin[9] and Haven and Horch[10] on the total costs for attending community colleges which are considered to be inexpensive. Ferrin, for example, found that the estimated total average cash expenses of college attendance for 1970-71 were $2,900 for a private college student, $1,900 for a public 4-year college student, and $1,600 for a public 2-year college student.[11]

Programs and Services

Of the ten programs and services surveyed by CEEB--college preparatory summer program, peer tutorial assistance, peer counseling services, college-run transportation assistance, veterans assistance services, Chicano studies program, Single Chicano studies courses, remedial-developmental courses, academic study skills center, and independent study labs--community colleges tended to provide more of these services than the 4-year colleges. According to respondents Chicano studies courses are offered by about 85 percent of all public colleges in counties with large numbers of Mexican Americans.

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[9]Richard I. Ferrin, Student Budgets and Aid Awarded in Southwestern Colleges (Austin, Texas: The College Entrance Examination Board, 1971).

[10]Elizabeth W. Haven and Dwight H. Horch, How College Students Finance Their Education: A National Survey of the Educational Interests, Aspirations, and Finances of College Sophomores in 1969-70 (New York: College Scholarship Service, College Entrance Examination Board, 1972).

[11]Richard I. Ferrin, Student Budgets and Aid Awarded in Southwestern Colleges, p. 1.

In most cases, both in 2-year and 4-year colleges, these courses have been developed into organized programs.[12]

Faculty and Student Support Personnel

Southwestern colleges reported an estimated 1,500 Mexican American full-time faculty members; this yields a ratio of one Mexican American faculty member for every 100 Mexican American students. Among the nearly 600 Mexican American financial aid officers, counselors, and full-time professionals in other student service areas, nine out of 10 are in public institutions. Of this group, approximately 150 are community college counselors. An equal number are in public senior institutions in the student service areas such as Upward Bound and Special Services.[13] These data are presented with a note of caution for most knowledgeable observers regard data on faculty and student support personnel as overly inflated.

Summary Observations

1. According to the recent Access Survey by the College Entrance Examination Board, Mexican Americans are poorly represented in Southwestern colleges and universities. Specifically, more than 140,000 Mexican Americans were enrolled in Southwestern colleges in Fall 1971. However, this figure would need to have been increased by another 100,000 to provide a number that was propotional to their

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[12]Richard I. Ferrin, et. al., Access to College for Mexican Americans in the Southwest, p. 14.

[13]Ibid., p. 15.

representation in the population. On the bright side estimates of the total number of new freshmen entering Southwestern colleges in Fall 1970 and Fall 1971 with expectations for Fall 1972 are indicative that Mexican American enrollment can be expected to increase steadily during this decade. (See Appendix D-3 and D-4)

2. Current enrollment patterns, such as attendance at certain types of institutions are likely to continue and may become more pronounced. In Fall 1971, the Access Survey shows that ninety percent of all Mexican American students attending colleges in the Southwest enroll in public institutions with more than twice as many attending community colleges as state colleges and universities. In counties with at least 50,000 Mexican Americans, three times as many Mexican Americans are in community colleges as in public senior institutions. (See Appendix D-3). Thus, it seems that public two-year colleges will continue to enroll the majority of Mexican Americans and will most likely continue to be the fastest-growing type of institution serving this group.

3. Special visits to high schools that enroll many Mexican Americans as well as enlisting the support of Mexican American staff and students were frequently-used recruiting efforts by public colleges in counties having large numbers of Mexican Americans.

4. Insufficient college financial aid was considered a major problem in the attempt to improve Mexican American enrollment. In 1970-71, Mexican American students attending public 4-year and private colleges received financial aid, that, on the average met roughly 25 percent of estimated college costs. In public 2-year

colleges where most Mexican Americans are enrolled, only about 10-15 percent of college costs was received by Mexican American students.

5. Most colleges in the Access Survey responded that increased faculty and staff representation was planned within the context of implementing affirmative action plans. It was also reported that some institutions stressed the desire to hire faculty who would be "more sensitive to the special problems that Mexican Americans encounter in higher education."

6. Finally, the Access Survey report indicated that most institutions recognize that many of the problems can be alleviated only through expansion of support services and increased financial aid. However, while public funds for higher education are likely to increase, it is doubtful that they will match expectations and declared needs. Scant attention has been paid to collecting substantial information on programs and services offered especially to Mexican American students.

SECTION 2: RELEASING THE COLLEGE POTENTIAL OF MEXICAN AMERICAN STUDENTS--SOCIOECONOMIC, EDUCATIONAL, AND POLITICAL FACTORS

Socioeconomic Factor

A glaring socioeconomic characteristic of the Mexican American is that of poverty.

> By any yardstick, especially measuring housing, health and community services, Mexican American poverty is oppressive. In some respects, American citizens of Mexican descent are poorer than any other sizable

minority in modern America, though this fact has been largely unnoticed.[1]

In 1968, according to a study by the Bureau of the Census, a family with an income over $15,000 and with one or more college-age (18-24) children is five times as likely to include a full-time college student as a similar family with an income under $3,000. This underrepresentation of relatively lower-income families in college becomes progressively worse as the level of education progresses into graduate studies.[2]

A study by the American College Testing Program and the findings submitted to the Governor's Committee Report on Public School Education in Texas indicate that the percentage of Mexican American population and the median level of income in the community exerts a significant influence on test scores. The higher Mexican American population percentages and the lower income level predicted lower scores.[3] Since admission to senior institutions are generally based on scores on standardized entrance exams, this practice works against high enrollment of the Mexican American who tends to be poor and score below the national norm and his/her Anglo counterpart. (See Table 2 below)

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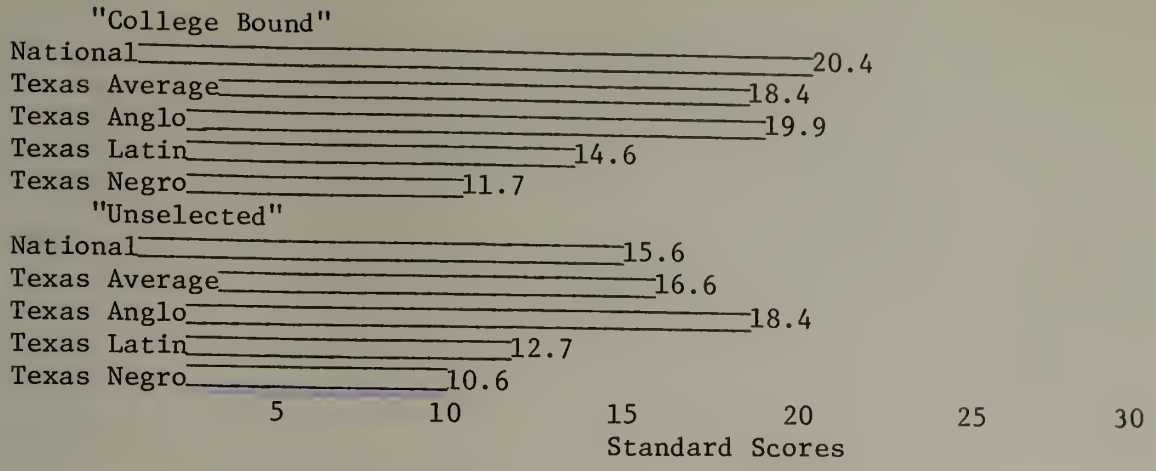
[1]Joan W. Moore, Mexican Americans (Englewood Cliffs, N.J.: Prentice-Hall, 1970), p. 71.

[2]U. S. Bureau of the Census, "School Enrollment: October 1968 and 1967," Current Population Reports, Series P-20, No. 190,

[3]Report of the Governor's Committee on Public School Education, The Challenge and The Chance, Austin, Texas, 1968, pp. 38-39.

TABLE 2

Senior Scores On
Educational Development Test[4]



Additionally, the percent of Mexican American population and the median level of income in the community were also found to be significant predictors of drop-out rates.[5]

In 1969, a survey by the U. S. Bureau of the Census indicates further that only 1.6 percent of Mexican Americans earn over $15,000 a year.[6] Thus, considering the low socioeconomic status of the Mexican American, it is not surprising that the number of Mexican American college students has been exceedingly low.

Educational Factor

Ability to enter and succeed in college depends to a significant degree on the academic preparation and encouragement that students

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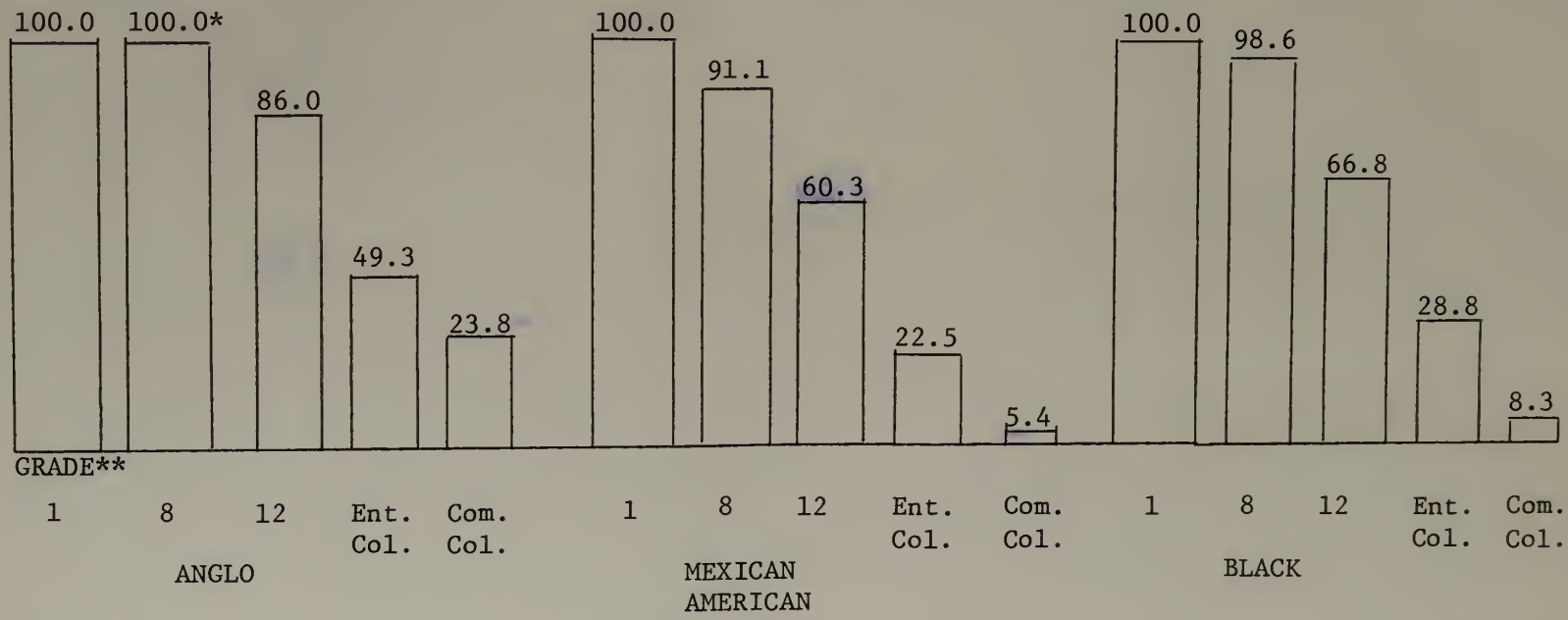
[4]Ibid., p. 39. (Note: Texas Latin refers to Mexican American)

[5]Ibid., p. 38.

[6]U. S. Bureau of the Census, Persons of Spanish Origin in the United States, November 1969. Population Characteristics, Series, P-20, No. 213, February 1971, Table 25.

TABLE 3

SCHOOL HOLDING POWER RATES FOR EACH ETHNIC GROUP FIVE SOUTHWESTERN STATES



* Holding power rates are approximate estimates based on questionnaire data modified by information from U. S. Bureau of the Census and HEW. Consequently, rates are not to be interpreted as representing exact percentage of students retained. In this instance, a rate of 100 percent holding power for Anglos at grade 8 does not mean that no Anglo student whatsoever has left school between grades 1 and 8, but rather that nearly all students remain through that grade. (See Appendix C for detailed explanation of methodology used to estimate holding power rates).

** The figures for each grade represent the percent of students remaining after 7 months of the school year; therefore, they are an approximation of those who complete that school year. For the 12th grade enrollment, estimates suggest that less than 1 percent of those enrolled on March 31st would fail to graduate from high school.

Source: U. S. Commission on Civil Rights, Report II.

receive in the elementary and secondary schools. In the case of the Mexican American, there tends to be a relationship between the apparent miseducation he/she receives during his/her twelve years of schooling, and the proportionate low number of students that enter and succeed in college. Specifically, of 100 Mexican American students entering grade one, it is estimated that 23 enter college and five complete college. Among Anglo students the corresponding figures are 49 percent and 24 percent. (See Table 3)

Texas further serves as an example of the relatively poor academic preparation Mexican American students receive through measurement of the school's holding power. The Governor's Committee report gives projections of percentages of high school graduates up to the 1978-79 school year. Table 4 shows these projections, and the magnitude of the Mexican American (Latin) drop-out is evident. The picture is not quite so grim in other states.

TABLE 4

Projected High School Graduates, Texas.[7]
Cumulative Percent Graduating by Age 21

Group	1966-67	1970-71	1974-75	1978-79
All groups	62	67	71	75
Anglo boys	66	70	74	78
Anglo girls	68	73	78	83
Negro boys	52	58	63	68
Negro girls	52	57	61	65
Latin boys*	40	45	50	55
Latin girls*	40	45	50	55

*Mexican American

[7] Governor's Committee on Public School Education, p. 16.

TABLE 5

Median Years of School Completed by Spanish-Surname Persons of 25 years and over Compared with other Population Groups in 35 Metropolitan Areas, 1950 and 1960[a]

Standard Metropolitan Statistical Area	1950		1960				Schooling Gap 1960 (%)[b]	
	Total Pop.	Spanish-Surname	Total Pop.	Anglo	Spanish-Surname	Non-white	Spanish-Surname	Non-white
Abilene	10.1	n.a.	11.7	12.0	4.0	8.8	67	27
Albuquerque	11.7	7.7	12.2	12.5	8.7	10.9	30	13
Amarillo	11.3	4.7	12.1	12.2	8.1	9.5	34	22
Austin	10.9	3.5	11.7	12.3	4.4	8.6	64	30
Bakersfield	9.9	6.5	10.8	11.4	7.3	8.5	36	25
Beaumont-Port Arthur	9.7	7.0	10.8	11.7	8.7	7.1	26	40
Brownsville-Harlingen-San Benito	6.3	2.7	7.9	12.3	3.9	9.5	68	23
Colorado Springs	11.7	8.4	12.3	12.4	10.1	12.1	19	2
Corpus Christi	9.4	3.2	10.1	12.2	4.5	S.0	63	34
Dallas	11.0	4.4	11.8	12.1	6.4	8.6	47	29
Denver	12.0	8.0	12.2	12.3	8.8	11.4	28	7
El Paso	9.2	5.2	11.1	12.4	6.6	11.7	47	6
Fort Worth	10.7	5.4	11.4	11.9	7.7	8.7	35	27
Fresno	9.8	5.6	10.4	10.7	6.1	8.8	43	18
Galveston	9.4	4.9	10.3	11.3	6.9	8.3	39	27
Houston	10.4	5.2	11.4	12.1	6.4	8.8	47	27
Laredo	5.4	5.2	6.7	n.a.	5.4	n.a.	n.a.	n.a.
Los Angeles-Long Beach	12.0	8.2	12.1	12.3	8.9	11.1	28	10
Lubbock	11.0	1.7	11.6	12.1	3.1	8.3	74	31
Midland	12.1	1.8	12.4	12.6	3.7	8.8	71	30
Odessa	10.4	3.9	11.4	11.8	4.6	8.8	61	25
Phoenix	10.6	5.3	11.6	12.1	6.1	8.5	50	30
Pueblo	9.1	6.3	10.2	11.0	8.1	9.2	26	16

Cont.

Sacramento	11.3	7.9	12.2	12.3	9.1	10.9	26	11
San Angelo	10.2	2.9	10.7	11.5	4.0	8.0	65	30
San Antonio	9.1	4.5	10.0	12.1	5.7	9.4	53	22
San Bernadino-Riverside-Ontario	10.9	6.7	11.8	12.1	8.0	9.8	34	19
San Diego	12.0	8.1	12.1	12.2	8.9	10.7	27	12
San Francisco-Oakland	12.0	8.9	12.1	12.3	9.7	10.2	21	17
San Jose	11.4	8.0	12.2	12.4	8.3	12.0	33	3
Santa Barbara	11.8	7.0	12.2	12.4	8.3	9.9	33	20
Stockton	9.1	7.2	10.0	10.7	7.5	8.2	30	23
Tucson	11.2	6.5	12.1	12.3	8.0	7.8	35	37
Waco	9.4	2.9	10.3	11.0	5.5	8.2	50	25
Wichita Falls	10.3[c]	4.5[c]	11.4	11.7	6.3	8.7	46	26

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[a]No data for the Spanish-surname group are available for 2 of the 37 metropolitan areas in the Southwest, which are omitted, and no nonwhite data are available for one of the areas shown in the table.

[b]Computed as in Table 1.

[c]Data for Wichita Falls were incomplete in 1950; Archer County unavailable for Spanish-surname persons.

Sources: 1950 U. S. Census of Population, PE no. 3c Tables 8 & 9; vol. 2, Parts 3, 5, 6, 31, 43, Table 42; County & City Data Book, Table 2, Item 28 and Table 3, Item 28. 1960 U. S. Census of Population, PC(2) 1B, Table 13; Vol. I, Parts 4, 6, 7, 33 and 45. Tables 73, 77 and 103. Census tracts, Table P-1, P-5.

The undereducation of Mexican Americans compared with other population groups gradually came into focus with the 1950 and 1960 U. S. Census Reports as it is demonstrated by Table 6. However, the U. S. Commission on Civil Rights Reports on Mexican American Education provided a more thorough updating and examination of the extent of Mexican American underachievement, noninvolvement, and general lack of success with schools in the Southwest.[8] Specifically, the

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[8] The reader is encouraged to become familiar with the following five series reports of the U. S. Commission on Civil Rights which together represent a most descriptive and insightful account available on the educational problems confronting Mexican Americans:

U. S. Commission on Civil Rights: Report 1: Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest, April, 1971. Covers the extent to which Mexican American students are isolated from Anglo students by school. In addition, this study also documents the underrepresentation of Chicanos as teachers, principals, other administrative personnel, and school board members.

Report II: The Unfinished Education: Outcomes for Minorities in the Five Southwestern States. The second report analyzes the performance of schools in the Southwest in terms of outcomes of education for students of various ethnic backgrounds, as measured by school holding power, reading achievement, grade repetition, overageness, and participation in extra-curricular activities.

Report III: The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest, May, 1972. This report examines the way the educational system looks at the unique linguistic and cultural background of the Mexican American student. It also examines programs used by some of the schools in attempting to adjust to this background and the school's relationship to the Mexican American community.

Report IV: Mexican American Education in Texas: A Function of Wealth, August, 1972. This report focuses on school finance in Texas as it affects the educational opportunity of Chicano students.

Report V: Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students, March, 1973. This report finds that teachers praise or encourage Anglo children considerably more often than Mexican Americans. They use and build upon the ideas of Anglo students much more frequently than those of Mexican Americans. Moreover, teachers direct questions to Mexican Americans much less often than they do to Anglo students. In light of these findings, it is not at all surprising to also find that Mexican American children speak significantly less in the classroom than Anglo children.

following representative findings are indicative of major factors affecting the quality and extent of education for Mexican Americans, and consequently, their opportunity to enter and succeed in college:

. Without exception, Mexican American students achieve at a lower rate than Anglos; their school holding power is lower; their reading achievement is poorer; their repetition of grades is more prevalent; and they participate in extracurricular activities to a lesser degree than their Anglo counterparts.[9]

. Mexican American students are severely isolated by school district and by schools within individual districts. Nearly half of Mexican American elementary and secondary students in the Southwest attend schools that are predominantly Mexican American in their composition.[10]

. Schools use a variety of exclusionary practices which deny Mexican American students the use of their language, a pride in their heritage, and the support of their community. When nearly 50 percent of the Mexican American first graders do not speak English as well as the average Anglo first grader, one-third of the schools surveyed by the Commission admitted to discouraging Spanish in the classroom. Methods of enforcing the "No Spanish Rule" vary from simple discouragement of Spanish to actual discipline of the offenders.[11]

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[9] U. S. Commission on Civil Rights, Report II, p. 41.

[10] U. S. Commission on Civil Rights, Report I, p. 59.

[11] U. S. Commission on Civil Rights, Report III, p. 48.

. Where Mexican Americans are represented in the classrooms of the Southwest, they are seriously underrepresented for the most part on school and district professional staffs and on boards of education. Specifically, of approximately 325,000 teachers in the Southwest, only about 12,000, or 4 percent, are Mexican American, while about 17 percent of the enrollment is Mexican American.[12]

. Schools of the Southwest were found to discourage significant participation by Mexican Americans in classroom activities as evidenced by a study on teacher interaction with Mexican American and Anglo students.[13] Specifically, teachers praise or encourage Anglo children 36 percent more often than Mexican Americans. They use or build upon the contributions of Anglo pupils fully 40 percent more frequently than those of Chicano pupils. Combining all types of approving or accepting teacher behavior, the teachers respond positively to Anglos about 40 percent more than they do to Chicano students. Teachers also direct questions to Anglo students 21 percent more often then they direct them to Mexican Americans. In addition, Mexican American pupils receive significantly less overall attention from the teacher, measured by the extent to which teachers address their students in a non-critical way.

. Not only are Mexican American students less likely than Anglos to finish high school, but also those who graduate are much less likely to go on to college. The same general pattern found in the Southwest

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[12] U. S. Commission on Civil Rights, Report I, p. 62.

[13] U. S. Commission on Civil Rights, Report V, p. 43.

as a whole is found in the individual states: Anglo graduates are more likely to go on to college, while minorities are more likely than Anglos to enter some other form of post-secondary education or the military.[14] (See Table 6 for Post-Graduation Outcomes in the Southwest). Crossland[15] also notes that minority-group students tend, in proportionately larger numbers than "all others", to elect or to be considered into taking non-academic, vocational, and technical programs in high school.

Finally, a number of facts stand out when the Mexican American group is compared to other ethnic groups in the Southwest. Analysis of the census data reveals the following[16]:

. The median years of schooling completed by white persons with Spanish Surname is lower than for any ethnic group in the Southwest except the American Indian.

. Income is associated with years of schooling. Mexican American median income is substantially lower than income for the Anglo or total population.

. The difference between the median years of schooling of Anglos and the Spanish-surname population (the "schooling gap") is narrowing. While gradual progress is being made in narrowing the schooling gap, the 1969 and 1970 census information from two surveys

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[14] U. S. Commission on Civil Rights, Report II, p. 21.

[15] Fred E. Crossland, Minority Access to College, op. cit., p. 62.

[16] Thomas P. Carter, Mexican Americans in School: A History of Educational Neglect (New York: College Entrance Examination Board, 1970), p. 32.

TABLE 6

Post-Graduation Outcomes*

TOTAL SOUTHWEST	Anglo	Mexican American	Black
Percent of high school graduates entering:			
College	57.3	37.4	43.2
Other post-secondary education	5.4	7.7	6.9
Military	3.7	7.5	9.1
All Other	33.6	47.4	40.8
	100.0	100.0	100.0
ARIZONA			
College	60.0	40.6	40.9
Other post-secondary education	4.9	17.3	5.8
Military	4.4	8.8	6.2
All Other	30.7	33.3	47.1
	100.0	100.0	100.0
CALIFORNIA			
College	54.8	44.2	50.6
Other post-secondary education	5.3	5.9	5.8
Military	3.8	5.4	15.3
All Other	36.1	44.5	28.3
	100.0	100.0	100.0
COLORADO**			
College	53.4	21.6	
Other post-secondary education	5.4	7.6	
Military	4.5	8.9	
All Other	36.7	61.9	
	100.0	100.0	
NEW MEXICO**			
***			[Indian ***]
College	66.7	31.2	22.9
Other post-secondary education	8.3	6.5	23.4
Military	3.5	8.8	7.5
All Other	21.5	53.5	46.2
	100.0	100.0	100.0
TEXAS			
College	62.2	30.7	41.4
Other post-secondary education	4.3	9.7	7.4
Military	3.1	10.4	8.1
All Other	30.4	49.2	43.1
	100.0	100.0	100.0

* High school principals were asked to estimate the percentage of the previous year's graduates who had entered either college, other post-secondary education, or the military. (Principals' Questionnaire, Appendix B, Question #15). Consequently all graduates who had not entered one of these areas would be included in the category "All Other", regardless of their occupation or status.

** Number of black graduates in Colorado and New Mexico is too small to make reliable estimates.

*** For the State of New Mexico *only*, this column reflects percentages for Indians.

show that the education levels of blacks and persons of Spanish origin are still considerable behind those of the White population as a whole. (See Table 6)

. The younger generation of the Mexican American population is going to school longer.

TABLE 7

Median Years of School Completed by Age, November 1969 and March 1970

Race or Ethnic Group*	25 & over	24-34	35 & over
White**	12.2	12.6	12.1
Black**	9.6	12.1	8.8
Persons of Spanish Origin**	9.3	11.7	8.5
Mexican	8.3	10.8	7.3

*Categories not mutually exclusive.

**As of March 1970. Source: U. S. Bureau of the Census Current Population Survey of 1970. Some of these data appear in U. S. Bureau of the Census, Educational Attainment, March 1970, Current Population Reports: Population Characteristics, Series P-20, No 207, November 30, 1970. Table 1.

***As of November 1969. Source: U. S. Bureau of the Census Population Survey of November 1969. Some of these data appear in U. S. Bureau of the Census, Persons of Spanish Origin in the United States: November 1969, Current Population Reports: Population Characteristics, Series P-20, No. 213, February, 1971. Table 14.

As a prerequisite to releasing the college potential of Mexican American students, it seems clear that some fundamental changes are needed in the elementary and secondary educational process. In the Commission's view[17], it is in the schools and teachers

[17]U. S. Commission on Civil Rights, Report V, p. 44.

of the Southwest, not the children, who are failing.

> They are failing in meeting their most basic responsibility--that of providing each child the opportunity to gain the maximum benefit of education and develop his capabilities to the fullest extent....Changes are needed in the way teachers are trained and in the standards by which they are judged, and changes are needed in educational programs and curricula so that all children may be reached.[18]

Political Factor

The kinds of changes that are needed to improve accessibility to institutions of higher learning for Mexican Americans are dependent to a significant degree on political processes that determine allocation of resources, educational decision-making, and direct involvement of the Mexican American community. It is generally recognized that a substantial commitment of both resources and energy on the part of federal, state, and local public entities will be required to effectively improve present conditions. Needless to say, this kind of commitment has not been demonstrated in the past. In fact, the reverse appears to be true except for recent federal intervention.

Mexican Americans are heavily urbanized. Almost 80 percent live in cities and towns where the majority of Mexican American pupils attend schools in large urban districts that have enrollments of 10,000 or more. As such, Mexican Americans experience the educational inequalities found in large urban communities throughout the United States. In Texas, for example, predominantly Mexican American school

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[18] Ibid., p. 44.

districts receive three-fifths less revenue per pupil from state and local sources than Anglo districts.[19]

The scarcity of Mexican American spokesmen in elected and appointed official positions tends to create a vacuum in decision-making responsive to the needs of this ethnic group. For example, political

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[19]U. S. Commission on Civil Rights, Report IV, p. 27. In this report, the Commission examined the effects of the Texas school financing plan on Mexican American students in Texas. Specifically it looks at disparities in: (1) State aid to local districts, in particular the Minimum Foundation Program, which provides 96 percent of State education funds. (2) Property valuation within districts. (3) Property tax effort, or the rate at which property is taxed within school districts. (4) The economic burden of property taxes on Mexican American and Anglo citizens.

On all four counts predominantly Mexican American districts come out second best in comparison with predominantly Anglo districts. State aid does little to equalize the disparities in revenue between these school districts.

A comparison of expenditures between the Edgewood Independent School District and Alamo Heights Independent School District, both in Bexar County, showed a better than 2 to 1 ratio in per pupil expenditures in these school systems as reflected in the Rodgriguez v. San Antonio Independent School District, et. al. case.

However, it is pointed out by Dr. Jose Cardenas in Texas for Educational Excellence TEE Newsletter (vol. 1, No. 2), June, 1973, that a 2 to 1 ratio in per pupil expenditure is rather conservative as indicated by further analysis in the state as a whole. For example, the ratio between Lipscomb Consolidated School District in Lipscomb County and Myrtle Springs of Van Zandt County gives a ratio of 22.35 to 1 as shown by the following list of per pupil expenditures in 1970-71 as reported in the Texas Research League's publication, Public School Finance Problems in Texas.

"It should be understood that most of the school districts expending over $3,000 per pupil per year are small school districts which probably have high overhead costs in proportion to the small number of children enrolled. However, ineffeciencies in the state system which result in such disproportionate expenditures for school programs need to be studied further."

See List next page.

1970-71 Per Pupil Expenditures From State and Local Funds in Selected Texas School Districts

Expenditures Per Pupil Per Year	RANK	DISTRICT	COUNTY
$7,332	1149	Lipscomb CSD	Lipscomb
7,303	1148	Provident City ISD	Wharton
5,007	1147	Middle Well CSD	Moore
4,186	1146	Alanreed ISD	Gray
3,766	1145	Laureles CSD	Kleberg
3,420	1144	Grandview CSD	Gray
3,416	1143	Hopkins	Gray
3,363	1142	Loving ISD	Loving
3,251	1141	Aguilares CSD	Webb
3,093	1140	Spring Creek ISD	Hutchinson
$ 704	State Average		
$ 418	10	Edgewood ISD	Bexar
414	9	Reno CSD	Parker
406	8	Monte Alto ISD	Hidalgo
383	7	Seaton CSD	Bell
382	6	Valley View CSD	Hidalgo
379	5	Mayfield CSD	Milam
371	4	Cameron Co CSD	Cameron
350	3	San Felipe ISD	Val Verde
328	2	Myrtle Springs	Van Zandt
?	1	Wheatland CSD	Tarrant

Note: San Felipe Independent School District has consolidated with the Del Rio District in Val Verde County. Wheatland Consolidated School District in Tarrant County, listed as the lowest in per pupil expenditures in the state, had no pupils in 1970-71.

appointments to Boards of Trustees governing state university systems affect Mexican American students by the rejection of programs intended to serve their needs. The Mexican American Youth Organization at the University of Texas cite several instances where the University arbitrarily denies the existence of programs intended to serve minority students.[20] Specifically, the University of Texas eliminated two projects: CLEO (Council on Legal Opportunity), designed to recruit minority law students, and PEO (Program for Educational Opportunity), designed to provide financial, academic, and supportive opportunities for low-income groups. The rationale was given that the University of Texas cannot discriminate for, or against, any specific ethnic group.

There are numerous other ways in which lack of political power affects equal opportunity for Mexican Americans in higher education. The accessibility of public 4-year colleges and universities may directly influence the rate of college attendance by Mexican Americans. In the case of this study, San Antonio, Texas, serves as an example where the geographic inaccessibility of a public 4-year university may seriously discourage consideration of a baccalaurate degree. Until recently, San Antonio high school graduates had the local choice of either attending the public 2-year junior college or one of the four small church-related liberal arts colleges where the tuition

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[20]Letter sent by the Mexican American Youth Organization at the University of Texas to various individuals and organizations requesting support for the reestablishment of a relevant Mexican American Studies degree program, January 27, 1972.

costs tend to be prohibitive without substantial financial assistance. A public 4-year university will open its doors for undergraduates in 1975; however, its location some 15-20 miles from the core of the city may still discourage economically disadvantaged students from attending. This assumption stems from the fact that, as a general rule, the less wealthy the student, the closer he/she stays to home. Thus, the greater the distance from home to a college or university, the lower the probability of enrollment.

Willingham[21] identified thirteen characteristic restraints on college accessibility suggested by the relationship between demography and educational resources. They are all associated with the nature or location of institutions. Most tend to transcend the interest and authority of individual institutions. Most are the kinds of problems that require systematic attention and planning, and consequently, are related to the political process.

1. Insufficient Colleges. The most common and obvious reason for geographic limitation in the accessibility of higher education is the simple fact that most states do not have enough public colleges to offer proximal education to most residents.

2. Selectivity. In several states selectivity of public institutions has a noticable effect on accessibility.

3. Tuition Expense. Cost is obviously a major factor in access to higher education.

4. Shortage in the Cities. Three-quarters of the largest urban areas have a major deficiency in accessible higher education.

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[21]Warren W. Willingham, Free-Access Higher Education (New York: The College Entrance Examination Board, 1970), pp. 211-214.

5. Competing Colleges. Smaller cities with a prominent but relatively inaccessible senior institution frequently lack a free-access college.

6. Minority Balance. There is a wide variety of potential and obvious minority imbalances where various racial, ethnic, or socioeconomic minority groups are less likely to live near an assessible college or vice versa.

7. Segregation. Like minority balance, segregation is a major and general type of restraint reflected in enrollment patterns.

8. Inadequate Programs. Lack of comprehensive programs is an important restraint on the student's interest in higher education and its value to him.

9. Limited Coordination. The quality of statewide coordination can have a critical bearing on various aspects of access to higher education. It is particularly critical in integrated educational-vocational guidance, program articulation among institutions, and the development of mutually beneficial relationships between education and the business community.

10. Underdeveloped Colleges. In many states underdeveloped colleges are a more serious restraint on opportunity than the lack of free-access colleges.

11. Sparse population. Sparsely populated areas are a major problem; they cannot support conventional colleges but have many poor students.

12. Transfer Problems. Inadequate space and aid for transfer students are serious restraints on the spirit and reality of free-access higher education in even the most progressive states.

13. Inadequate information. Since social and political forces provide much of the impetus for what is and is not done in extending educational opportunity, relevant information in the public domain can have an important bearing on legislative and administrative decisions that determine the accessibility of higher institutions. Inadequate information concerning the conditions of educational opportunity has acted as an implicit restraint when inequities have not been revealed.

Crossland[22] discusses six barriers to college accessibility for minority students--the test barrier, the barrier of poor preparation, the money barrier, the distance barrier, the motivation barrier, and the racial barrier. He observes that each of these conditions constitute a barrier only because society explicitly or implicitly wills it.

> 'Lack of ability' is not a barrier to entry into the first grade of elementary school, but it is at the point of entry to college. If society were to decide that everyone must go to college, just as it decided years ago that all must attend elementary school, the ability barrier would disappear because it would be irrelevant.
>
> The same observation could be made about barriers caused by lack of money. If it were to be decided that all the direct and indirect costs of higher education were to be charged against society at large and that the individual consumer of education would be charged absolutely nothing, the cost barrier would disappear.
>
> The point is that barriers came into being and now continue to operate because society either permitted them to evolve or consciously created them.[23]

In short, education at all levels is an extremely political activity. Federal, state, and local levels of government are very much involved in the educational enterprise. It is inevitable that educational issues, such as minority access to college, tend to become political issues. Theoretically, the more direct involvement of the Mexican American community in the political process, the more responsive the educational systems will be to their needs. However, it is important to recognize that a minority group "Wins political

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[22]Fred E. Crossland, Minority Access to College (New York: Schocken Books, 1971), pp. 53-75.

[23]Ibid., pp. 43-54.

power rather than having it bestowed.[24] Cabrera[25] further points out that the enactment of legislation is influenced by political muscle. Mexican Americans must remember that the control of political power is zealously guarded and is not given away freely.

Summary

A brief review of the literature indicates that access to college is a complex phenomenon with considerations of finances, aspirations, geography, admission policies, prior education, political climates, and racial attitudes having an interrelated impact on the process. There are other factors, such as, size of family and educational attainment of parents, that influence college attendance. According to the Carnegie Commission on Higher Education, the five factors most relevant to social policy are income level of family, ethnic grouping, geographic location, age, and quality of early schooling.[26]

The literature on Mexican Americans clearly demonstrates that, as a group, they tend to: (1) do poorly in school by any measure; (2) drop out early; (3) speak Spanish; and (4) be poor.[27]

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[24]Jose A. Cardenas, "Politics and Education," in Adelante: An Emerging Design for Mexican American Education ed. by Manuel Reyes Mazon (Austin, Texas: The University of Texas Center for Communication Research, 1972), pp. VII-8.

[25]Y. Arturo Cabrera, Emerging Force, The Mexican American (Dubuque, Iowa: William C. Brown Co., 1971), p. 36.

[26]The Carnegie Commission on Higher Education, A Chance to Learn: An Action Agenda for Equality of Opportunity in Higher Education (New York: McGraw-Hill, 1970), p. 3.

[27]Thomas P. Carter, p. 3

There tends to be a significant relationship between the income level of family and the probability of college enrollment. Income is thus associated with years of schooling and Mexican American median income is substantially lower than income for the Anglo or total population. Considering the socioeconomic status of the Mexican American alone, it is not surprising that the number of Mexican American college students has been exceedingly low.

A complex number of interrelated factors in the educational process seem to work against equitable representation of Mexican Americans in higher education. Some of these factors include ethnic isolation, cultural exclusion, inadequate preparation in basic skills evidenced by relatively poor reading achievement, and inadequate counselling and guidance. An obvious damaging effect of that kind of school psychology is the well-known self-fulfilling prophecy. It is generally recognized that teacher expectation has an enormous effect upon student achievement and may be the most crucial in-school variable.[28] This message is clear and simple:

> The teacher who assumes that her students cannot learn is likely to discover that she has a class of children who are indeed unable to learn; yet another teacher, working with the same class but without the same expectation, may discover that she has a class of interested learners. The same obtains with respect to behavior: the teacher who assumes that her students will be disruptive is likely to have a disruptive class on her hands.[29]

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[28]For a discussion of the effects of teacher expectations on teacher and student behavior, see R. Rosenthal and L. Jacobsen, Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development (New York: Holt, Rinehart, and Winston, Inc., 1968), chs. 1-4.

[29]Charles E. Silberman, Crisis in the Classroom (New York: Vinatage Books, 1970), p. 83.

Counseling and guidance operating under the same second-class psychology are likely to have poor results in college attendance as related by the following anecdote:

> Counseling in the schools is notoriously bad, and constitutes a special source of bitterness for the Mexican Americans who have survived it--that is, defied it. 'Realistic' counselors say, in effect: College costs too much; besides, you couldn't make it anyway; besides you couldn't get a good job when you finished. Congressman Roybal was advised to become an electrician on the strenght of an A in his ninth-grade algebra class (he was lucky to get into algebra; 'general math' is usually considered sufficient). Julian Nava, a young professor at San Fernando Valley State College with a Ph.D. in history from Harvard, was advised to take, and did take, body and fender courses in high school in east Los Angeles.[30]

The above anecdote serves to point out that there are exceptions to the rule. However, the rule has been that very few Mexican Americans have considered college as a postsecondary option. By analogy, low expectations by the larger society have allowed and condoned the chronic failure of schools to deal adequately with Mexican American children. As a consequence, the educational base from which most Mexican American students depend for college entry and success seems to be fraught with inadequacies working against equitable representation of this ethnic group in higher education.

Politics has been defined as a continuous association among people in which the central concern is the relative allocation of power, the tactics and skills needed to influence that allocation,

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[30]Helen Rowan, "A Minority Nobody Knows" in Mexican Americans in the United States, ed., by John H. Burma (Cambridge, Massachusetts: Schenkman Publishing Company, 1970), p. 304.

and the purposes and outcomes of that allocation.[31] The relative lack of political power among Mexican American people may be related to the lack of attention paid to them reflected in inadequate allocation of resources, inappropriate and sometimes hostile educational planning and policies, and poor representation of this ethnic group as professionals in schools and universities.

Finally, explanation for the low enrollment of Mexican Americans in higher education tend to be related to the low socioeconomic, educational, and political status of the group within the mainstream of American society. These major variables are awesome to overcome, especially since numerous social forces have contributed to their subordinate status. The question of how to break a vicious cycle then becomes apparent: lack of adequate educational preparation for college tends to be related to poor college enrollment; early withdrawal from school and lack of school achievement tend to be related to the low socioeconomic status of the group, and vice versa. Recent Mexican American efforts have been directed at the political arena as a key toward the solution of the multitude of problems confronting them. However, the same cyclical relationship has been seen as with socioeconomic and educational factors. "Lack of education leads to political ineffectiveness, which in turn results in a poor education for the coming generation."[32] After considerable discussion and headcracking

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[31]Emmette S. Redford, et. al., Politics and Government in the United States (New York: Harcourt, Brace & World, Inc., 1968), p. 9.

[32]Jose A. Cardenas, op. cit., p. VII-9.

in the attempt to bring about reform in education and other institutions, many come to the conclusion that those same social forces that hold the Mexican American in a subordinate position, must also help raise him to parity with other groups in American society.

> To be effective, changes in the educational system must be accompanied by changes in the political and economic sphere so that wealth and power are more equally distributed in society.[33]

SECTION 3: MAJOR DEVELOPMENTS AND TRENDS FOR IMPROVING MEXICAN AMERICAN EDUCATIONAL OPPORTUNITIES

Encouraging Success in Schools

The real question today for many educators is how best to reverse the failure of the school to adequately reach and teach Mexican American students. The recent availability of federal financial assistance has spurred school systems to develop special programs, usually conpensatory, in the attempt to improve Mexican American school success.

Programs aimed at improving school success for Mexican Americans are considered to be of two types operating under different assumptions. The predominant type of programs appear to be compensatory or remedial in nature and attempt to "phase in" the "out of phase" child. These kinds of programs are viewed as the "adjust the child" position. Many of these special programs are considered to be little or no different from those for other "disadvantaged" students.

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[33]Robert Brischetto and Tomas Arciniega "Examining the Examiners: A Look at Educators' Perspectives on the Chicano Student," in Chicanos and Native Americans edited by Rudolph O. de la Garza et. al. (New Jersey: Prentice-Hall, Inc., 1973), p. 42.

> It is not inappropriate that the programs of special education for the disadvantaged have been described as compensatory. They are attempts to compensate for, to overcome, the effects of hostile, different, or indifferent backgrounds. Their aim is to bring children from these backgrounds up to a level where they can be reached by existing educational practices and it is in terms of this aim that we tend to judge their success or lack of it...the unexpressed purpose of most compensatory programs is to make disadvantaged children as much as possible like the kinds of children with whom the school has been successful, and our standard of educational success is how well they approximate middle-class children in school performance.[1]

The second type of programs are referred to as "the adjust the school to fit the children." Although a number of educators argue that the school has failed the Mexican American child, there tend to be fewer practitioners than adherents of this kind of approach. The reality of the situation, according to Carter, is that very few are able to institute programs that substantially modify the curriculum, teachers' attitudes, the school's social climate, or the relationship between home and the school.[2] Specifically, very few schools are attempting to modify their curricula to make them bicultural.

According to the U. S. Commission on Civil Rights study[3], there are various programs which are used by schools as a means of meeting the English language difficulty encountered so frequently among Mexican Americans. Each reflects a distinct attitude and

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[1]Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged: Programs and Practices--Preschool through College (New York: College Entrance Examination Board, 1966), p. 159.

[2]Thomas P. Carter, Mexican Americans in School: A History of Educational Neglect (New York: The College Entrance Examination Board, 1970), p. 150.

[3]U. S. Commission on Civil Rights, Report III, The Excluded Student (Washington, D.C.: U. S. Government Printing Office, 1972), p. 48.

methodology for remedying English language deficiencies. The three most important programs are Bilingual Education, English as a Second Language (ESL) and Remedial Reading. Both English as A Second Language (ESL) and Remedial Reading do not significantly modify the school; they are intended to adjust the child to the expectations of the school. These programs focus on academic achievement which is not the problem itself, but rather a symptom of the broader problem of language exclusion. Further, the Commission suggests that Bilingual Education has the greatest potential for both Anglo and non-English speaking students as well, but it requires a great deal of curricular change and, consequently, is used only infrequently. Additionally, none of these programs reaches a substantial number of Mexican American students. Even Remedial Reading, which is offered in the largest number of schools, is reaching only one of five Chicano students who, by school measurements, need it.

By and large, there seems to be a growing number of critics of the "adjust the child" position.[4] A major reason for their concern is the rationale used by many programs that students are "culturally deprived." Students tend to be seen as defective and their homes and communities are seen as defective. Ramirez[5] points out that

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[4]Fred S. Rosenau and Julia Cheever (ed.), Beyond "Compensatory Education" A New Approach to Educating Children (San Francisco: Far West Laboratory for Educational Research and Development, 1973), p. 223. This book is a good example of a series of articles arguing against the "adjust the child" position.

[5]Manuel Ramirez III, "Bilingual Education as a Vehicle for Institutional Change, Mexican Americans and Educational Change, edited by Alfredo Casteneda, et. al., University of California, Riverside, 1971, pp. 387-390.

most educational programs, until recently, were based on the assumption that Mexican American culture interferes with the intellectual and emotional development of Chicano children. He contends that it was this culture-is-damaging belief that led the educational system to adopt a cultural exclusion policy. Many point to the need to go beyond compensatory education as expressed by the following perspective:

> The real problem for children outside the mainstream is not lack of, or inadequate, stimulation in early childhood, but rather trying to cope with an institution which is based on somewhat different values, uses a somewhat different language, and has a negative opinion of their life style, their parents, their community, and themselves.
>
> The real problem for teachers lies not in providing watered-down work or in coping with children who seem hard to control, but rather in the difficult task of learning different communication and motivation systems--learning to respond to unfamiliar perspectives and experiences instead of repressing them.
>
> The real problem for educational planners and decision-makers is not to devise remedial "help-them-to-be-like-us" programs, but rather to broaden the educational institution so that it can adequately accommodate and respond to students from a variety of cultural backgrounds and life styles.[6]

Carter[7] suggests that Mexican Americans' poor record of success can be attributed to three main factors: the nature of the subculture, of the school, and of the local society. These three factors are seen as interrelated and must be considered in attempting to understand

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[6]Dorothy C. Clement and Patricia A. Johnson, "The Cultural Deprivation" Perspective in Beyond "Compensatory Education" A New Approach to Educating Children edited by Fred S. Rosenau and Julia Cheever, op. cit., pp. 25-26.

[7]Thomas P. Carter, op. cit., pp. 219-220.

group or individual school performances. In attempting to improve Mexican American education it is recognized that both the nature of the socialization provided minority-group children at home and the nature of the dominant society are exceedingly difficult to modify. However, institutions can be changed, and this avenue toward aiding Mexican Americans represents the most feasible approach.[8]

As a matter of record, most of the findings by the U. S. Commission on Civil Rights point to the need for changes within the school as viable alternatives for improving Mexican American education. In the Commission's view, the school of the Southwest will continue to fail until fundamental changes are made. Changes are needed in the way teachers are trained and in the standards by which they are judged, and changes are needed in educational programs and curricula so that all children may be reached.[9]

Strategies for improving Mexicam American education vary, but there are some basic areas in which thoughtful educators agree upon. It is argued that if Mexican Americans are to be successful in school, it follows that school must become for them a relevant, exciting, pleasant, and truly significant experience. It is the responsibility of the school and the teacher to accept the child as he comes to school and to orient the program to his cultural and linguistic needs. Such an approach would require schools to eliminate those conditions assumed

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[8]Ibid., pp. 219-220.

[9]U. S. Commission on Civil Rights, Report V, Teachers and Students (Washington, D.C.: U. S. Government Printing Office, 1973), p. 44.

to work against the Mexican American, such as, the overstressing of middle-class norms, rigid curriculum , biased teachers, omission of Mexican American culture, values, and familiar experiences from educational programs and other negative influences.[10]

The Cardenas-Cardenas theory of incompatabilities provides a framework for developing instructional programs that respond to the characteristics of Mexican American children.[11] The theory states that incompatabilities exist between the characteristics of Anglo instructional programs and the characteristics of minority group students. It suggests that the elimination of these incompatabilities will produce a successful instructional program. In operationalizing the theory, Cardenas identified five major areas of incompatabilities--poverty, culture, language, mobility, and perceptions--existing in the Edgewood School District serving predominantly low-income Mexican American children in San Antonio, Texas. Accordingly, educational programs responding to early childhood, bilingual-bicultural needs, curriculum development and inservice teacher training were developed in the attempt to minimize the incompatabilities and encourage school success.

Ramirez maintains that the critical issue for equality of educational opportunity is not bilingual education but cultural democracy reflected in institutional change to create educational

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[10]Thomas P. Carter, op. cit., pp. 203-221.

[11]Blandina Cardenas and Jose A. Cardenas, "The Theory of Incompatabilities," Paper Presented at the Conference on Issues of Leadership for Mexican American School Board Members, San Antonio, Texas, March 3, 1973.

programs which are consonant with the values and life styles Chicano children bring with them to school.[12] The end goal, according to Ramirez, is the acceptance of the philosophy of cultural democracy by the educational system--the assertion of the right of Chicanos to be taught in the teaching styles of their homes and neighborhoods and the right to maintain their identity with Chicanismo as they adopt the values and life styles of mainstream America. Among the approaches used by the Bicultural-Bilingual Follow Through Model at the University of California, Riverside, are active parent involvement, Spanish as a Second language for teachers, culture matching curricula and teaching styles and using ethnic pride and the development of a bicultural identity as a criterion for achievement of the goal of cultural democracy.[13]

The theme of cultural democracy in education is also advanced by Castaneda[14] who proposes that today's school should adopt the concept of biculturalism. He maintains that a culturally democratic environment is one which is knowledgeably prepared to teach the culturally different child--or any child, for that matter--in his (a) preferred mode of communicating, (b) preferred mode of relating, (c) preferred mode of obtaining support, acceptance, and

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[12]Manuel Ramirez III, op. cit., p. 404.

[13]Ibid., pp. 387-405.

[14]Alfredo Castaneda, "Cultural Democracy in Education," in Beyond "Compensatory Education" A New Approach to Educating Children edited by Fred S. Rosenau and Julia Cheever, op. cit., pp. 82-93.

recognition, and (d) preferred mode of thinking, perceiving, remembering, and problem-solving.

Perhaps Arciniega[15] best summarizes the kind of institutional change that goes beyond the more prevalent compensatory education model found today. His proposal is a visionary attempt whereby educational institutions would be organized to promote the type of society America "ought to be" and less a reflection of "what is".

According to Arciniega, the basic goal of educational institutions would be to promote cultural pluralism.

> ...Schools and universities would be structured to provide Chicano students with the basic knowledge, skills, and political awareness to work effectively within the societal institutions while at the same time to promote positive institutional changes in the opportunity structure for the benefit of minority members.
>
> Bicultural schools with bicultural curricula would be essential basic elements of this type of school system. Both English and Spanish would be utilized at all levels as media of instruction, with the specific intent to develop functional proficiency in both languages. Chicano culture would be reinforced along with the majority cultural system. Ideally, Chicanos and Anglos alike would complete their schooling able to function adequately in both languages and both cultural systems.
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> Schools would be representative of the communities they serve in the ratio of minority administrators, teachers, and counselors.[16]

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[15]Tomas A. Arciniega, "The Myth of the Compensatory Education Model in Education of Chicanos" in Chicanos and Native Americans edited by Rudolph O. de la Garza, et. al., (New Jersey: Prentice-Hall, Inc., pp. 173-183.

[16]Tomas A. Arciniega, op. cit., p. 181.

It seems clear that encouraging success for Mexican Americans in school is not an easy task and will require substantial changes and modifications of our educational institutions. The important element is the increased recognition of adapting instructional programs to diverse needs and characteristics of culturally different students. In the case of Chicanos, there is the recognition that, as a group, they tend to differ in language, culture and economic background from other students in the mainstream of society. There is the recognition that the differences between the background characteristics of Chicano students and the language and culture of the schools are major obstacles to the educational progress of Chicano students. There is also the recognition that the school and the teacher have the responsibility for accepting the child as he comes to school and to orient the educational program to his cultural and linguistic needs.

Finally, there is the encouraging hope that educational programs can be based on a more positive strategy than the prevalent compensatory education model. It appears that if the concept of "adjust the school to fit the children" serves as the basis for planning and implementing educational programs then, the chances of Mexican American student's succeeding in schools will increase. Specifically, a more humanistic view for educating Mexican Americans would include some of the following basic assumptions:

.The roots of the educational problems of the Chicano are not culturally based.

.The chief impediments to success by Chicanos in school cannot be attributed to deficient home or peer environments but to the various external restraint systems imposed on the group by virtue of its subordinate position in society.

.The focus of research instruments should be shifted from the students' ethnic subculture to the structure of the educational and other societal institutions.

.Educational systems must be restructured to reflect what "should be" and less "what is" in American society.

.To be effective, changes in the educational system must be accompanied by changes in the political and economic sphere so that wealth and power are more equally distributed in society.[17]

Growth of Programs to Help "New Populations" Enter and Succeed in Colleges and Universities

The importance of equal opportunity in higher education can be traced back to President's Truman Commission on Higher Education of 1947 which strongly urged the removal of barriers relating to the conditions of birth.

> One of the gravest charges to which American society is subject is that of failing to provide a reasonable equality of educational opportunity for its youth. For the great majority of our boys and girls, the kind and amount of education they may hope to attain depends, not on their own abilities, but on the family or community into which they happened to be born or, worse still, on the color of their skin or the religion of their parents.[18]

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[17]Robert Brischetto and Tomas Arciniega "Examing the Examiners: A Look at Educators' Perspectives on the Chicano Student," in Chicanos and Native Americans edited by Rudolph O. de la Garza, et. al., (New Jersey: Prentice-Hall, Inc., 1973), p. 42.

[18]Report of the President's Commission on Higher Education, Higher Education for American Democracy (New York: Harper & Brothers, 1947), p. 27.

However, it was not until the passage of the National Defense Education Act in 1958 that federal resources were allocated for low-interest student loans making it financially possible for poor students to attend college. The Great Society legislation of the sixties contributed additional programs of student financial support. Specifically, the College Work-study Program was initiated under the authorization of the Office of Economic program in 1964; the Educational Opportunity Program was established by the Higher Education Act of 1965. Other financial aid programs were established for students wishing to study in specific fields, such as nursing and other health-related areas.

Federal financial assistance also served as the impetus for the creation of state student financial assistance. In Texas, for example, several student financial aid programs came into existence in the latter half of the sixties, including the Connally-Carrillo Act of 1967 which provided free tuition in public colleges and universities for eligible students graduating in the upper 25 percent of their class and having a gross family income of less than $4800 annually; The Texas Opportunity Loan Program provided long-term student loans; and the Texas Equalization Grant Program provided assistance to low-income students enrolled in private colleges and universities.

Practically all colleges and universities today have a financial aid office designated to process and award scholarships, grants, loans, and work-study programs. Most financial aid programs are

geared for students with limited financial resources who would not be able to attend college otherwise. The fact that most financial aid programs emphasize "financial need" as a primary criterion for eligibility instead of academic excellence has made college accessible for students who graduate with "average grades". Considering the low socioeconomic and educational characteristics of most Mexican American students, the growth of student financial aid programs has made the college option a reality.

In an effort to identify colleges and universities developing compensatory programs and practices, Gordon and Wilkerson[19] surveyed during the Spring of 1964 approximately 2,093 institutions listed for the 50 states and District of Columbia in the United States Office of Education's Educational Directory, 1962-63: Higher Education.

> The inquiry form noted that it is now 'widely recognized that many potentially able college students are handicapped by socially disadvantaged environments, and/or inadequate pre-collegiate school experiences," and asked institutions to report on their "special programs and practices to help overcome the socially-induced educationally handicaps of such students," the nature and extent of such programs and practices, their objectives, effectiveness, and underlying rationale. Information gathered from their responses was supplemented by limited field trips, correspondence, and the collection of press reports during the following year.[20]

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[19]Gordon and Wilkerson, op. cit., p. 124. They define a compensatory practice as a continuing activity by an institution of higher education that helps disadvantaged students who could not otherwise do so to enroll and progress in college. Examples are the beginning of financial aid, modifications of admission requirements, and the provision of tutoring services. An organized group of related activities to the same end is termed a compensatory program: concerted efforts to attract and help disadvantaged students through a series of practices such as those enumerated, and special precollegiate and college-level instructional programs.

[20]Ibid., p. 124.

Of the 610 institutions that responded to their questionnaire, 224 (37 percent) reported that they were conducting a variety of compensatory practices--special recruiting and admissions procedures, financial aid, precollege preparatory courses, remedial courses in college, special curricula , counseling, tutoring, and other practices; and 386 of the institutions (63 percent) reported that they were not conducting any compensatory practices. (See Table below as reported by Gordon and Wilkerson)

TABLE 8

Number of institutions reporting various types of compensatory practices: Spring 1964[21]

Type of Practice	Number of institutions
Special counseling and other guidance services	142
Special remedial courses in college, yielding no academic credit	128
Special instruction in study skills, test-taking, etc	89
Special remedial courses in college, yielding academic credit	63
Special tutoring in college	61
Special curriculum or sequence of courses	50
Lengthened time for completing degree course	43
Special financial aid	121
Modified admission criteria	90
Precollege preparatory courses (for example, during summer, and so forth)	72
Special recruiting procedures	68
Special postgraduate program	8

Gordon and Wilkerson were able to make several observations about compensatory practices in colleges and universities, even though

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[21] Ibid., p. 135.

the information received from the 224 institutions reporting compensatory practices was "incomplete, fragmentary, and in many cases ambiguous".[22]

1. Practices designed to help disadvantaged students after entering college predominated among the institutions reporting in the spring of 1964. Almost two-thirds of the frequencies (62 percent) are accounted for by counseling, credit and noncredit remedial courses, instruction in study skills, tutoring, special curricula , and lengthened time for completing degree requirements.

2. Practices addressed to helping disadvantaged students enter college--financial aid, modified admission criteria, preparatory courses, and recruiting procedures--were represented by a little over one-third of the frequencies noted.

3. Proportionately very few of the nation's colleges and universities have thus far begun to develop compensatory programs and practices; and most of those that have are serving very small numbers of disadvantaged students. Specifically, it is estimated that fewer than 50 colleges and universities for which information was received are developing compensatory programs as they define them; and they probably include the bulk of such institutions in the nation.

4. Many disadvantaged students whose high school grades and performance on College Board Tests, SCAT, or other entrance exams would normally bar them from college are nevertheless being admitted on the basis of recommendations from their high schools, often supplemented with personal interviews. Such modifications of admission criteria are commonly associated with other compensatory practices that are designed to help disadvantaged students succeed after entering college.

5. The large contributions of several great foundations to the support of many new financial aid programs, precollege preparatory programs, and other compensatory programs addressed mainly to disadvangated

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[22] Ibid., pp. 122-155.

Negro students are impressive. Among some of the large foundations identified as supporting compensatory programs include the Ford Foundation, Sloan Foundation, Rockefeller Foundation, and the Carnegie Corporation.

6. While the predominating emphasis upon assisting disadvantaged Negro youth to get a college education is impressive, there appears to be undue neglect in providing compensatory services on the college level for disadvantaged young people of other minority groups in different parts of the country, especially American Indians, Mexican Americans, and Puerto Ricans.

7. Probably the most dramatic conpensatory development in higher education during recent years is the variety of preparatory summer programs conducted for high school students by a wide range of institutions. Typically, in these preparatory summer schools, high school students below the senior year are brought to the colleges with all expenses paid, and given instruction for from six to eight weeks in English, mathematics, study skills, and other fields. Skilled high school teachers generally give the instruction, and college students supplement it with individual tutoring. Specifically some examples of summer preparatory programs for disadvantaged high school students were conducted during 1964 and 1965 at Georgetown University (D.C.), Brown University (R.I.), Tuskegee Institute (Ala.), the University of North Carolina, Antioch College (Ohio), Jackson State College (Miss.), the University of California, Knoxville College (Tenn.), Northeastern University (Mass.), Luther College (Iowa), the University of Detroit, the University of Toledo, and others.

8. Although the practice of offering noncredit remedial courses--mainly in English, but also in mathematics--is still widespread, it appears to be losing ground.[23]

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[23]For a discussion on the questionable benefits of remedial education in the junior college, see John E. Roueche, Salvage, Redirection, or Custody? (Washington, D.C.: American Association of Junior Colleges, 1968), p. 67. Roueche concludes from the data he gathered that "There is a paucity of research on the efficacy of remedial programs in the junior colleges. Indeed with few exceptions, community colleges neither describe nor evaluate their endeavors in this critical area. Available research will not support the contention that junior colleges offer programs that in fact remedy student deficiencies. Programs are certainly offered, but the entire issue of remedying deficiencies has not been sufficiently researched to date".

The most common explanations were poor motivation on the part of students and lack of evidence that these courses improved subsequent academic performance. Several institutions reported that more stringent admissions requirements obviated the need for remedial courses. However, this suggests that their practices along this line may not have been truly compensatory.

9. One curricular innovation among college-level remedial programs involves the use of programmed instruction. Some experimental projects attempted to test the hypothesis that basic educational skills in remedial mathematics and English can be learned from automated programs as well as from familiar classroom practices.

10. Among the objectives and rationales for most compensatory programs included: (a) the humanitarian aim of helping young people from disadvantaged social environments--especially those with talent--to develop their potential through higher education; (b) to assist disadvantaged students to overcome academic deficiencies presumably resulting from poverty, discrimination, and inferior schooling.

11. Although the careful assessment of students' performance is frequent and practically universal on all levels of American education, the careful appraisal of educational programs is rare. It is essential that more compensatory programs in higher education be evaluated in order to have reliable guidelines for further developments.

As mentioned in the first section, Mexican Americans are increasingly gaining access to the public 2-year college which is generally considered to be the most rapidly growing type of institution. Table 9 shows the tremendous growth projected for the junior colleges 1968-1985 in Texas.

TABLE 9

Enrollment Projections, Texas Public and Private Institutions of Higher Education, 1968-1985[24]

Year	Jun. Col. Enrols. Public	Jun. Col. Enrols. Private	Sen. Col. Enrols. Public	Sen. Col. Enrols. Private	Total
1968	87,600	11,600	211,700	61,800	372,700
1969	99,500	12,000	225,200	63,100	399,800
1970	112,800	12,400	241,000	64,300	430,500
1971	129,200	12,800	260,200	65,500	467,700
1972	143,300	13,200	269,900	67,500	493,900
1973	159,000	13,600	270,200	69,800	521,600
1974	176,000	14,000	288,900	72,200	551,100
1975	194,300	14,400	298,500	74,700	581,900
1976	213,900	14,800	308,400	77,100	614,200
1977	229,300	15,200	319,700	79,900	644,100
1978	239,800	15,600	330,500	82,600	668,500
1979	250,300	16,000	337,700	84,400	688,400
1980	259,800	16,400	345,300	86,300	707,800
1985	305,600	18,400	400,900	100,000	824,900

While the accessibility of junior colleges over the next decade is impressive, there is serious concern that the "Open Door" concept professed by the junior colleges does not in practice become a "revolving door". For example, the Texas Coordinating Board's Compensatory Project of 1970-71 found that many of the community junior colleges do not provide several of the most needed services to "disadvantaged" students.[25] Specifically, that study identifies

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[24]Liaison Committee on Texas Private Colleges and Universities of the Coordinating Board, Texas College and University System, Pluralism and Partnership: The Case for the Dual System of Higher Education, Austin, 1968, pp. 34-35.

[25]Compensatory Education Project, Coordinating Board, Texas College & University System, Reaching for the Ideal, Austin, Texas, 1971, p. 38.

a list of some twelve definite needs which would be of value to all students, but which are particularly important for "disadvantaged" students. These needs are categorized as follows:

.Admissions policy--the student should be elibible for admission to any program appropriate for him.

.Financial aid--Community junior colleges should use all types of available financial aid individually and in combinations to assist students to attend college. This includes the federal college work-study, the National Defense Student Loan, the Educational Opportunity Grant Program, and local financial aid programs. The need for financial aid should be calculated including the total costs of education: Tuition, fees, books, supplies, meals, transportation, clothes, entertainment allowance, and where needed, lodging.

.Transportation--to make it possible for the low-income student to get to college by operating buses, encouraging car pools, arranging special public transportation routes, and providing sufficient financial aid to finance students' transportation costs.

.Recruiting--to use all techniques to recruit students including the use of minority recruiters, individual contacts with students and parents, community organizations, will placed advertisements, door-to-door recruiting and any other technique which fits the local situation.

."Starter classes"--to reach out into the "barrios" as a means of bringing higher education into the neighborhood.

.Student Services--to build a supportive environment for the "disadvantaged" student. Guidance and counseling are a vital part of this effort, combining professionals; peer counselors, and para-professionals.

.Motivational Programs--to develop self-respect and confidence.

.Relevant and Comprehensive Curricula, Basic Compensatory, and Occupational courses and programs--to meet diversified needs of all students.

.Effective Instruction--aimed at definite objectives for students to achieve. Individualized or "packaged" instruction should be considered.

.Peer group tutoring, counseling, and learning programs--for students with a history of poor educational performance, a unified and supportive counseling team can deal with each student as an individual and as a total person.

.Community Involvement--an advisory group to the college president, chosen from the disadvantaged population of the service area.

.Positive Personnel Attitudes--staff and faculty who are sensitive to needs and unbiased.[26]

While the teaching-learning process is considered to be crucial for success of compensatory programs, it appears that most compensatory practices in the junior college do not incorporate the significant knowledge that has been contributed by the behavioral sciences.[27] The same relationship is established at the junior college concerning teacher attitudes as is the case for public school education. If a teacher thinks that a given percentage of his students will fail, inevitably they will. One the other hand, if an instructor believes that students can succeed, student achievement is markedly increased.

In his dissertation study, de los Santos[28] made an in-depth analysis of two Texas junior colleges' approaches to meeting the educational and cultural needs of Mexican American students. In one college, which he designates as Texas College "Numero Uno", the approach that is used tends to be following a dysfunctional course

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[26] Ibid., pp. 2-32.

[27] John E. Roueche, op. cit., p. 48.

[28] Gilberto de los Santos, Unpublished Doctoral Dissertation, University of Texas at Austin, Education Department, 1972.

and not meeting the needs of the students. Specifically, he points to failures to incorporate programs which would tend to benefit the "disadvantaged" or to seek greater financial aid funds, and asserts that by its indifference as well as by its actions, the college has led Mexican American students to believe that they are less preferred.[29]

In Texas College "Numero Dos", there are many changes taking place that indicate a more responsive approach to meeting the needs of the student body which is approximately 75 percent Spanish surnamed. In order to cut down on the high number of students traditionally placed on probationary status, the institution initiated programs of cultural awareness and remediation. The recently created General Studies Program seems to attract or serve those students whose needs were not met adequately by the public schools. The college is seeking to implement its responsibility to the Mexican American community and has three board members and four administrators of Mexican American descent serving it.[30]

In 1973, a report of the Texas Senate Interim Committee on Public Junior Colleges found that in colleges which have a commitment and which have adequate resources compensatory programs have had greater successes.[31] Shortcomings were noted in both the

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[29] Ibid., pp. 241-246.

[30] Ibid., pp. 251-246.

[31] Report of the Texas Senate Interim Committee on Public Junior Colleges, The Open Door, Or the Revolving Door: Which Way, Texas? Austin, Texas, 1973, p. 20.

availability of financial aid and remedial-compensatory courses and programs which are considered to be crucial to the "disadvantaged" student if he/she is to genuinely receive the equal educational opportunity that seems to be promised to him or her by the "open door". While the report points to a gap in the availability of research, programs that seem to offer most promise of success in meeting the needs of "disadvantaged" students appear to be those characterized by:

(a) separate department and staff status,

(b) volunteer students and teachers,

(c) comprehensive programs of a semester or two duration,

(d) credit being given for graduation and for transfer,

(e) minority group members on the teaching, counseling, and administrative staffs,

(f) recognition of and respect for cultural differences, where they exist.[32]

It was the Higher Education Act of 1965 (Public Law 89-329) that appears to have far-reaching significance for improving Mexican American access to higher education. Rippa[33] notes that this was the first federal legislation in American history to focus primarily on the needs of undergraduate students and attempted to deal with some of the problems caused by the dramatic rise in the aspirations of youth from all social classes. In addition to the Educational

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[32] Ibid., p. 16.

[33] S. Alexander Rippa, Education in a Free Society: An American History (New York: David McKay Company, 1971), p. 321.

Opportunity Grants, this Act authorized low-interest, governmental insured loans, a National Teacher Corps program to supply experienced personnel to poverty-stricken communities, and special programs for students from disadvantaged backgrounds designed to "identify qualified students from low-income families, to prepare them for a program of postsecondary education, and to provide special services for such students who are pursuing programs of postsecondary education".

Under this legislation, the Commissioner of Education was authorized to make grants to, and contract with, institutions of higher education, including institutions with vocational and career education programs, public and private agencies and organizations, and in exceptional cases, secondary schools and secondary vocational schools, for planning, developing, or carrying out within the States one or more of the services authorized.[34]

The specific programs that developed as a result of the Higher Education Act of 1965 were programs known as Talent Search, Upward Bound, and Special Services for Disadvantaged Students. All three programs are designed to assist in enabling youths from low-income families who have academic potential, but who may lack adequate secondary school preparation or who may be physically handicapped, to enter, continue, or resume a program of postsecondary education.

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[34]"Education Amendments of 1972", Public Law 92-318, June 23, 1972, p. 23.

Programs known as Talent Search are designed to:

> (A) identify qualified youths of financial or cultural need with an exceptional potential for postsecondary educational training and encourage them to complete secondary school and undertake postsecondary training.
>
> (B) publicize existing forms of student financial aid, including aid furnished under this title, and
>
> (C) encourage secondary school or college dropouts of demonstrated aptitude to re-enter educational programs, including postsecondary programs.[35]

Upward Bound is more academically oriented and has developed as a precollege preparatory program designed to generate the skills and motivation necessary for success in education beyond the high school among young people from low-income backgrounds and inadequate secondary school preparation. The typical Upward Bound program is offered by an educational institution combining secondary school and college teachers as faculty, making use of the physical facilities of a college campus for the students, and utilizing the experience and energies of college and university students as tutors.

The Higher Education Act of 1965, Title IV, Section 408, as amended, authorized Special Services for Disadvantaged Students in Institutions of Higher Education. Such programs did not become a reality until 1970 and are designed to provide:

> remedial and other special services for students with academic potential (a) who are enrolled or accepted for enrollment at the institution which is the beneficiary of the grant...and (b) who, by reason of deprived educational, cultural, or

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[35] Ibid., pp. 23-24.

> economic background, or physical handicap, are in need of such services to assist them to initiate, continue, or resume their postsecondary education.[36]

Further, this legislation authorizes that:

> Special Services for Disadvantaged Students in Institutions of Higher Education may provide, among other services, for:
>
> (a) counseling, tutoring, or other educational services, including special summer programs, to remedy the students' academic deficiencies,
>
> (b) career guidance, placement, or other student personnel services to encourage or facilitate the students' continuance or re-entrance in higher education programs, or
>
> (c) identification, encouragement, or counseling of the students with a view to their undertaking a program of graduate or professional education.[37]

Nationally, Talent Search programs have increased from 42 projects in 1966 to over 100 projects operating in 1972. Upward Bound came into existence as a national program for disadvantaged high school youth in the summer of 1965. Pilot programs were funded on eighteen college and university campuses, involving approximately 2,000 high school students from America's rural and urban slums. Sufficiently encouraged by the pilot projects, the Office of Economic Opportunity, under the leadership of Sargent Shriver, funded Upward Bound as a national emphasis program in the summer of 1966, increasing the number of programs from eighteen to 220 and the number of

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[36] Ibid., p. 24.

[37] U. S. Department of Health, Education, and Welfare, Talent Search, Upward Bound, Special Services (Washington, D.C.: Office of Education Program Administration Manual, 1972-73), p. 71.

students from 2,000 to 20,000.[38] The first year there were 215 colleges, universities, and residential secondary schools from 47 states, the Virgin Islands, Puerto Rico, and Guam participating in Upward Bound.

By 1968, approximately 300 institutions were participating in the program, in every State in the country, serving 26,000 students--many of whom were returning after previous enrollment in Upward Bound. Almost all Upward Bound students participating were residents on college university, and secondary school campuses for 6 to 8 weeks in the summer. During the academic year the Upward Bound institutions continued to meet the students through classes on Saturdays, tutorial sessions during the week, and periodic cultural enrichment programs.[39]

In September, 1972, the Project Directory for the TRIO Programs (Talent Search, Upward Bound, Special Services) contained a listing of 106 Talent Search projects, 319 Upward Bound projects, and 206 Special Services projects. Table 10 shows the allocation of national Talent Search, Upward Bound, and Special Services programs operating in the Southwestern States of Arizona, California, Colorado, New Mexico, and Texas where the majority of Mexican Americans reside.

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[38] Thomas A. Billings, "Upward Bound Accomplishments" in Foundations of Education--A Social View edited by Albert Vogel et. al., (Albuquerque: University of New Mexico Press, 1970), p. 379.

[39] U. S. Department of Health, Education, and Welfare, op. cit., pp. 32-33.

TABLE 10

Talent Search, Upward Bound, Special Services Projects in the Southwest

State	Special Services	Talent Search	Upward Bound
Arizona	4	1	3
California	24	11	20
Colorado	6	2	5
New Mexico	4	2	3
Texas	8	6	13
Total	46	22	44

Considering the regional concentration of Mexican American pupils within the five Southwestern states (See Table 11), a relatively lower proportion of the total projects listed in Table 10 can be said to be directly serving Mexican American students. Nevertheless, Talent Search, Upward Bound, and Special Serivces programs represent significant efforts aimed at improving college access for Mexican Americans.

TABLE 11

Regional Concentration of Mexican American Pupils Within States

Area of State	Num. of Counties in Area	Est. Tot. Enrol. in Area	Percent of Tot. State Enrol. in Area	Est. Mex. Am. Enrol. in Area	Mex. Am. Enrol. in State	Percent of Total Mex. Am. Enrol. in Area
Central and Southern California	3	1,860,322	41.5	327,563	646,282	50.7
South and West Texas	27	535,329	21.3	314,905	505,214	62.3
Northern New Mexico	11	139,151	51.3	64,600	102,994	62.7
Southern Arizona	7	131,164	35.8	38,751	71,748	54.0
Southern Colorado	10	56,487	10.9	22,387	71,348	31.4

Source: Fall 1968 HEW Title VI Survey

Figure 1

Regional Concentration of Mexican American Pupils Within States

Source: Fall 1968 HEW Title VI Survey

Summary

In the search for improved approaches to educating Mexican American students, one of the most fundamental needs is for some clarification of the relationship between conditions of life, characteristics of the learner, and success in the teaching-learning process. While the majority of programs aimed at improving Mexican American success in school tend to be compensatory in nature, there is growing emphasis for changing educational institutions to meet the needs of a diversified student body, instead of attempting to change the child to "fit" the school.

Probably the most significant change will be the one that requires schools to shift away from an emphasis on simply rewarding the successful student. The emphasis will have to fall instead on the schools' responsibility for insuring success in academic, emotional, and social learning for all students.[40] In the case of the Mexican American, there is the growing recognition that the school and the teacher have the responsibility for accepting the child as he comes to school and orient the educational program to his cultural and linguistic needs.

The same social forces responsible for the recent development of compensatory education in the public schools--mainly the availability of federal financial assistance, the relatively new emphasis on improving educational opportunities for the poor, increased pressure from minority groups, philanthropic stimulation and

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[40] Edmund W. Gordon and Doxey A. Wilkerson, op. cit., p. 184.

support, and the growing need for educated manpower in industry--have given new impetus to the development of compensatory programs and practices on the college level.[41] The development of student financial aid programs constitutes a critical factor for increased participation of Mexican Americans in higher education. It appears that the Higher Education Act of 1965 provided the needed impetus for developing new programs and services designed to enable minority low-income students to enter and succeed in colleges and universities. Specifically, Talent Search, Upward Bound, and Special Services programs are found throughout the country and represent the thrust of efforts that are of benefit to Mexican Americans and other ethnic groups.

Practices addressed to helping minority/poverty students enter college include financial aid programs, modified admission criteria, precollege preparatory courses (such as those provided by Upward Bound), and active recruiting procedures. Practices designed to help minority/poverty students after entering college include counseling, credit and noncredit remedial courses, instruction in study skills, tutoring, special curricula , and lengthened time for completing degree requirements.

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[41] Ibid., p. 122.

CHAPTER III

DESCRIPTION AND ANALYSIS OF THREE COLLEGE ACCESS PROGRAMS SERVING MEXICAN AMERICAN STUDENTS IN SAN ANTONIO, TEXAS, 1971-1973

There are thirteen school districts that fall entirely or partly inside the city limits of San Antonio or are in suburbs that border the city. (See Figure 2 below).

Figure 2. Bexar County School Districts

Source: Research and Planning Council, **Bold Plan for Bexar County**, March 23, 1964

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[1] Research and Planning Council, Bold Plan for Bexar County, March 23, 1964.

Two of the thirteen districts are situated on military bases. Nearly half of the 186,000 pupils enrolled in these thirteen districts are Mexican Americans; 44 per cent are Anglo. Nearly all of the remainder are blacks.[2] (See Table 12).

There is distinct evidence of ethnic isolation among the thirteen districts. More than ninety per cent of the Mexican American enrollment is in five predominantly Mexican American school districts -- Edgewood, Harlandale, San Antonio, South San Antonio, and Southside.[3]

Sixty per cent of the Anglo public school pupils in the area are in the eight predominantly Anglo districts which surround the central part of the city --Alamo Heights, East Central, Fort Sam Houston, Judson, Lackland, North East, Northside, and Southwest.[4]

Furthermore, the Mexican American pupils in San Antonio, South San Antonio, Harlandale, Edgewood, and Southside School Districts represent nearly thirty per cent of all Mexican American students in Texas who are in predominantly Mexican American school districts and more than fifteen per cent of the total Mexican American enrollment of the State.[5]

In the summer of 1968, efforts to improve accessibility to college for students in the predominantly Mexican American school districts were initiated by Project STAY (Scholarships To Able Youth), as a federally-funded Talent Search operation authorized by the Higher Education Act of

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[2]U.S. Commission on Civil Rights, Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest, Report I (Washington, D.C.: U.S. Government Printing Office, April, 1971), p. 24.

[3]Ibid., 24.

[4]Ibid., 24.

[5]Ibid., p. 25.

TABLE 12

Ethnic Composition of Enrollment, 13 School Districts, San Antonio

	Total Enrollment	Anglos		Mexican Americans		Other Minorities	
		Number	Percent of District Enrollment	Number	Percent of District Enrollment	Number	Percent of District Enrollment
Edgewood	22,221	863	3.9	19,924	89.7	1,434	6.4
Southside	2,094	544	26.0	1,529	73.0	21	1.0
Harlandale	16,940	6,460	38.1	10,458	61.7	22	0.1
San Antonio	79,353	21,310	26.9	46,188	58.2	11,855	14.9
South San Antonio	7,429	3,198	43.1	4,090	55.1	141	1.9
SUBTOTAL	128,037	32,375	25.3	82,189	64.2	13,473	10.5
North East	25,772	23,708	92.0	1,903	7.4	161	0.6
Lackland	927	804	86.7	29	3.1	94	10.1
Judson	2,156	1,855	86.0	274	12.7	27	1.2
Alamo Heights	5,166	4,399	85.2	731	14.2	36	0.7
Fort Sam Houston	1,513	1,256	83,0	128	8.5	129	8.5
Northside	16,837	13,766	81.8	2,705	16.1	366	2.2
East Central*	2,856	1,987	69.6	709	24.8	160	5.6
Southwest*	2,636	1,569	59.5	1,024	38.8	43	1.6
SUBTOTAL	57,863	49,344	85.3	7,503	13.0	1,016	1.8
TOTAL	185,900	81,719	44.0	89,692	48.2	14,489	7.8

Source: Fall 1968 HEW Title VI Survey

*These districts were not surveyed by the HEW in fall 1968. Data concerning the ethnic composition of their enrollment are taken from: USCCR Staff Report, A Study of Equality of Educational Opportunity for Mexican Americans in Nine School Districts of the San Antonio Area, December 1968. Information for this report was obtained during the same month the other districts responded to the HEW survey.

1965, Title IV, Section 408, (P.L. 89-329).[6] During the first two years, the Neighborhood Centers, Inc., served as sponsors. In 1970, the policy board composed of one-third representatives from the target community, one-third representatives from the target students, and one-third from the educational community incorporated as a community-based independent agency (See Project STAY brochure in Appendix E).

The major objectives of Project STAY are to encourage and motivate students from the "target schools" to continue their education beyond the high school.[7] While encouraging college attendance, the Project staff serve as advocates for students to obtain adequate financial assistance (in the form of scholarships, grants, loans, and work-study programs) and to gain admission to a college or university of their choice.

The rationale for a program such as STAY was based on observations that the predominantly Mexican American School districts, by and large, had (a) high concentrations of secondary school dropouts, (b) low-levels of postsecondary school attendance; in some schools the college attendance rate was between 17 and 18 per cent compared with a national percentage of almost 60 per cent; (c) a tendency to stress vocational-technical programs that did not adequately prepare students for existing

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[6]This investigator was employed by the Project as a College Placement Specialist working primarily in two of the "target schools" during the first year of operation. Thereafter, this investigator served as assistant director and then director of the Talent Search operation from 1970-1972.

[7]The objectives for the program are by guideline similar to the national Talent Search program. (See Page). The school districts served by the Project included San Antonio, Edgewood, Harlandale, and South San. (As of 1973, the lack of federal funds did not allow the servicing of the Southside School District.)

job markets and at the expense of providing a sound pre-college preparation in courses and programs; (d) high pupil/counselor ratio; many of the "target schools" had a counselor/pupil ratio of about one to between 1,150 and 2,370; in addition, many of the practices did not appear to be appropriate or compatible with the needs of the "target students"; (for example, one of the prevailing practices among counselors was an emphasis on ranking students according to upper, middle, and lower quartiles in order to identify the upper ten percent who were designated as "college material"; counselors then spent their time almost exclusively with the "chosen few"; other students with "average" grades received very little attention from the guidance counselor nor were they expected to go to college; (e) finally, a degree of discrimination on the part of school personnel.[8]

Strategies employed by Project STAY to increase the number of high school graduates from the "target schools" to attend college included the following:[9]

-Broad participation in the policy board especially representatives from high-level school district personnel (superintendents), college personnel, students, parents, and community leaders. Participation

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[8]Many of these observations were found in the review of literature concerning the state of Mexican American education; however, these observations were made many times by students, parents, community persons, and educators involved or serviced by the project; these observations are also recorded in the Project's proposal document and records.

Background information on Project STAY is also found in Bert Kruger Smith, Project STAY (The University of Texas at Austin: The Hogg Foundation for Mental Health, 1972), pp. 28.

[9]These strategies were employed during the period of 1968-1972, when this investigator served as College Placement Specialist, Assistant Director, and Director of the Project.

from the various school districts was crucial to facilitate close coordination with the "target schools" and access to working with students both in group assemblies and individual contact in school premises; thus, while the program remained community-based, it also had strong roots within the schools. The advantage of this approach was that both students and parents who were alienated by schools had the option of working with Project staff in the barrio offices. Additionally, the Project offices remained opened until 9 P.M. for the convenience of working parents and students.

-Counseling was directed toward meeting students' most basic needs, including financial aid, positive reinforcement of their abilities to do college work, and bilingual counseling to accommodate the cultural and linguistic background of the students. An important strategy was the use of bilingual staff to serve both as role models and to establish rapport with students and parents which was congruent with the Project's philosophical basis that cultural and language differences should be recognized and valued and not depreciated.

-A variety of approaches was used to identify and encourage students to continue their education beyond the high school. Some of these included active counseling and recruiting in the schools, community agencies, and neighborhood centers, and the use of the media. A more common approach was the use of mass assemblies with freshmen, sophomores, juniors, and seniors in the "target schools" exposing the students to a wide variety of educational opportunities in colleges and universities and identifying <u>all</u> graduating seniors regardless of grade point averages who would be interested in exploring postsecondary education options.

-A conscious effort prevailed to reverse the lower expectation generally found in traditional practices of identifying students for college. Traditional factors in selecting students for postsecondary education have been economic position, grade point averages, teachers' recommendations, and scores on standardized tests. However, there are large numbers of students in the population serviced by Project STAY who may show up poorly on such dimensions but who possess significant leadership and intellectual abilities when measured by other criteria. Low test scores, poor school achievement, inadequate offering of college preparation curriculums are characteristics of "target schools." There was the recognition that a student who makes a poor showing on these traditional methods of identification can indeed possess a real potential for academic achievement. Thus, the approach of the Project was to emphasize the positive abilities of the students and to persuade institutions to take a new look at the student's capacity to benefit from higher education. Important to this approach were the student's motivation, the close personal relationship established between the student and staff, and the role of advocacy on the part of the Project.

-The role of advocacy was realized through close coordination with the "target schools," with colleges and universities, with student financial aid programs and professional financial aid officers organizations, and with other federal, state, and local programs, such as Model Cities, Upward Bound, and Special Services Programs. For example, the project staff is continuously in contact with colleges and universities throughout the country and specifically those that are making commitments

to minority/poverty students. The staff coordinates recruiters from the various colleges and universities in the country to pay specific attention to the "target schools" that have been bypassed previously. Another example of advocacy was the Project's ability to persuade the San Antonio Model Cities Program to add a scholarship component to provide access to higher education for model cities residents. Scholarship/grants were developed up to $1,800 per academic year for low-income residents.[10]

-The whole process of guiding the student once he was made aware of his options became very important. Some of the structured activities involved in assisting students to gain access to colleges and universities included:

(a) providing extensive and specific information on educational opportunities including information on private and public colleges, 2-year and 4-year institutions, precollege preparatory programs, such as, Upward Bound, and programs that offer special services for students who may need them once they enrolled in college;

(b) providing assistance with admission and financial aid application procedures;

(c) providing assistance in making financial assistance known and accessible to students in the "target schools" who may be most unaware of them, and by helping carry through their application for such aid;

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[10]Bert Kruger Smith, Project STAY (The University of Texas at Austin: The Hogg Foundation for Mental Health, 1972), pp. 14-16.

(d) making provision for other assistance which the student may need but which the project cannot directly provide such as medical assistance, funds for college entrance tests and admission application fees, and a number of other services required to facilitate the process of entering college;[11]

(e) doing various kinds of follow-up becomes very important for students who are generally the first in their families to pursue higher education. This process involves making sure that students are actually placed once their applications are filed; that financial aid provisions are adequate; that housing and other essentials are provided for. The student is made aware that the counselor is available to assist him in case any last minute problems arise which may cause a student to change his mind about beginning his college studies. The follow-up process also involves connecting students with Special Services programs that may be available to help the students succeed in college once they reach the campus in case the student requires special supportive help.

Some of the results of Project STAY well point toward practices that are desirable to incorporate in counseling and guidance programs for Mexican American students in those school districts involved with the program. One of the most positive effects can be seen in the interest

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[11]See Project STAY brochure in Appendix E.

[12]Bert Kruger Smith, Project STAY, op. cit., p. 24.

that has been generated among the "target schools" in emphasizing college as a viable postsecondary educational option.[12] During the school year 1970-1971 more than 3,000 students were assisted in some manner by the college access program. In the fall of 1971, 918 high school graduates actually entered college, an increase of 9.2 per cent over the previous school year. However, this number does not nearly represent the numbers of students who could go to college if more fundamental changes were incorporated in the schools as was discussed in Chapter II. Other observations by the program personnel indicate that:

- between 1968-1972 there has been a significant increase in college attendance rates in the predominantly Mexican American schools where Project STAY operates. Some schools that had college attendance rates of 16 and 17 per cent in 1968 increased to almost 30-40 per cent in 1972. While the increase in college attendance is encouraging, it is still somewhat below the national percentage rate of almost 60 per cent.
- more than 80 per cent of students that were assisted to enter college came from families with moderate to low economic levels requiring almost total financial assistance from the colleges and universities that they attended.
- almost all of the students that gained access to college were the first ones in their families to do so.
- while the majority of students that go to college attend the local junior college, the availability of financial assistance made it possible for some to attend private and public 4-year

colleges and universities in the State. A very small though significant minority of Mexican American students gained admission to out-of-state and nationally recognized colleges and universities, such as, Columbia, Yale, Notre Dame, Wisconsin, Stanford, and others.[13]

Another college access program servicing some of the predominantly Mexican American schools in San Antonio, Texas, is the UPWARD BOUND Program at St. Mary's University. The intent of UPWARD BOUBD is to generate the skills and motivation necessary for success in education beyond the high school among students from low-income backgrounds and inadequate secondary school preparation.[14]

While both Project STAY and UPWARD BOUND Programs are designed to help students enter college, there are noticeable differences in scope and appraoch. Project STAY is a mass recruitment and motivation program working with nearly 3,000 students during a school year. UPWARD BOUND is a more intensive kind of program focusing on approximately 50 students completing the tenth and eleventh grades with two separate but interrelated components: "(1) A summer component, usually 6 to 8 weeks of intensive academic and personal development through a residential program at the University, and (2) an academic year component usually designed for weekly contact with students on campus."[15]

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[13] Ibid., pp. 24-26.

[14] See Chapter II, pp. , for more background on this federally-funded program.

[15] U.S. Department of Health, Education, and Welfare, Talent Search, UPWARD BOUND, Special Services (Washington, D.C.: Office of Education Program Administration Manual, 1972-73), p. 43.

Students selected for UPWARD BOUND are generally those who have potential for success in a 2- or 4-year college, but whose lack of educational preparation and/or underachievement would seem to preclude their acceptance and success in such an institution. More specifically, the students selected must meet the poverty criteria established by the U.S. Office of Education (See Appendix F) and should be able to be characterized by the project staff as "academic risks" for college education, that is, without the benefits of the UPWARD BOUND project the student would not have considered nor gained admission to a college or university.[16]

With a smaller group, the UPWARD BOUND program attempts to help the students with a curriculum designed to develop critical thinking, effective expression, and positive attitudes toward learning. The teaching staff includes members of the staff, college and secondary school faculty. Teaching is generally done at the institution of higher learning.[17]

Efforts are made to select staff members who reflect the distribution of racial and ethnic backgrounds of the students in the project. The UPWARD BOUND program attempts to develop a comprehensive counseling component including personal, academic, and vocational counseling. Staff counselors also assist students to select, apply, and follow through on

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[16] Ibid., pp. 34-35.

[17] Ibid., p. 43.

college placement. In addition to counseling, the program encourages and carries out group activities that focus on recreation, sports, field, trips, and other opportunities which provide for the application of learning experiences to life experiences.[18]

Finally, the "bridge summer" is another UPWARD BOUND component which refers to the summer following the student's graduation from high school. Every effort is made to see that college courses are available to students and to see that college credit is given for successful completion of such courses.[19]

Although Project STAY and UPWARD BOUND appear to be the most visible efforts aimed at encouraging and motivating students in the predominantly Mexican American school districts to attend college, it should be noted that a variety of other efforts exist that also contribute to improving college accessibility. Community organizations such as LULACS (League of United Latin American Citizens) generally provide a small number of scholarships for Mexican American students. There are also the traditional PTA scholarships. Mexican American student organizations in various colleges represent an increasingly vocal and active force in generating enthusiasm for students in the "target schools" to consider college as a viable postsecondary alternative. Specifically, Project INFO at the University of Texas at

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[18] Ibid., pp. 44-46.

[19] Ibid., p. 45.

Austin provide information sessions with Mexican American students to inform them about financial aid and other opportunities at the University.

The student organization known as Movimiento Estudiantil Chicano de Aztlan (M.E.C.H.A.) is found in many colleges and universities in the United States and is particularly active in San Antonio higher education institutions. This group is organized around the "guiding principles of getting more Chicanos into college, keeping Chicanos in college and working to make college more relevant to the Chicano students, backgrounds and needs."[20]

Project UNICO--The Case Study

In summer of 1970, Project UNICO was funded as a Special Services for Disadvantaged Students Project to operate within a consoritum at Our Lady of the Lake College and St. Mary's University in San Antonio, Texas.[21] Both of these institution are geographically close to the large Mexican Population concentrated in Southwestern part of the city of San Antonio.

By federal guidelines, Project UNICO was designed to help more "disadvantaged" students to remain in and complete a program of higher education. Students who were admitted to St. Mary's University under

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[20]Preamble, M.E.C.H.A. Constitution, St. Mary's University, San Antonio, Texas. See Matt S. Meir and Feliciano Riviera, The Chicanos: A History of Mexican Americans (New York: Hill and Wang, 1972), pp. 250-252, for brief descriptions of Mexican American student organizations in high school and college.

[21]This study is focusing only on the operation of UNICO at St. Mary's University to provide for manageable data gathering and processing. See Chapter II, pp.74-78, for background information on Special Services for Disadvantaged Students Programs.

the auspicies of Project UNICO were selected because they possessed some or all of the characteristics as described in Appendix A from the Office of Education Program Manual.[22] Specifically, the intent of UNICO was to select students who:

(1) would not have been admitted by St. Mary's University because of their inadequate academic backgrounds were it not for the support that the program could give them in order to become successful students;

(2) in most cases, would not have considered enrollment, without the help of Talent Search (Project STAY) or UPWARD BOUND and the knowledge that the UNICO program could help them once they were in college;

(3) were low-income students and who have experienced something less than an equitable education through high school but who have much to offer their community; and

(4) required services and innovative curriculums to insure their success in the academic environment.[23]

Additionally, students selected would have to meet one of the following criteria as mandated by the U.S. Office of Education (See Appendix F):

-reside in a designated Model Cities neighborhood;

-use English as a second language;

-live in a family where the head of the household is employed in a low-income, dead-end job;

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[22]U.S. Department of Health, Education, and Welfare, Talent Search, Upward Bound, Special Services, op. cit., Appendix A. (See Appendix F).

[23]Project UNICO's Special Serivces Proposal submitted to the U.S. Office of Education (March, 1973), p. 2.

-is a migrant;

-is of a cultural heritage not reflected sufficiently or accurately in the current curriculum or system;

-is living in an area of cultural or geographic isolation.

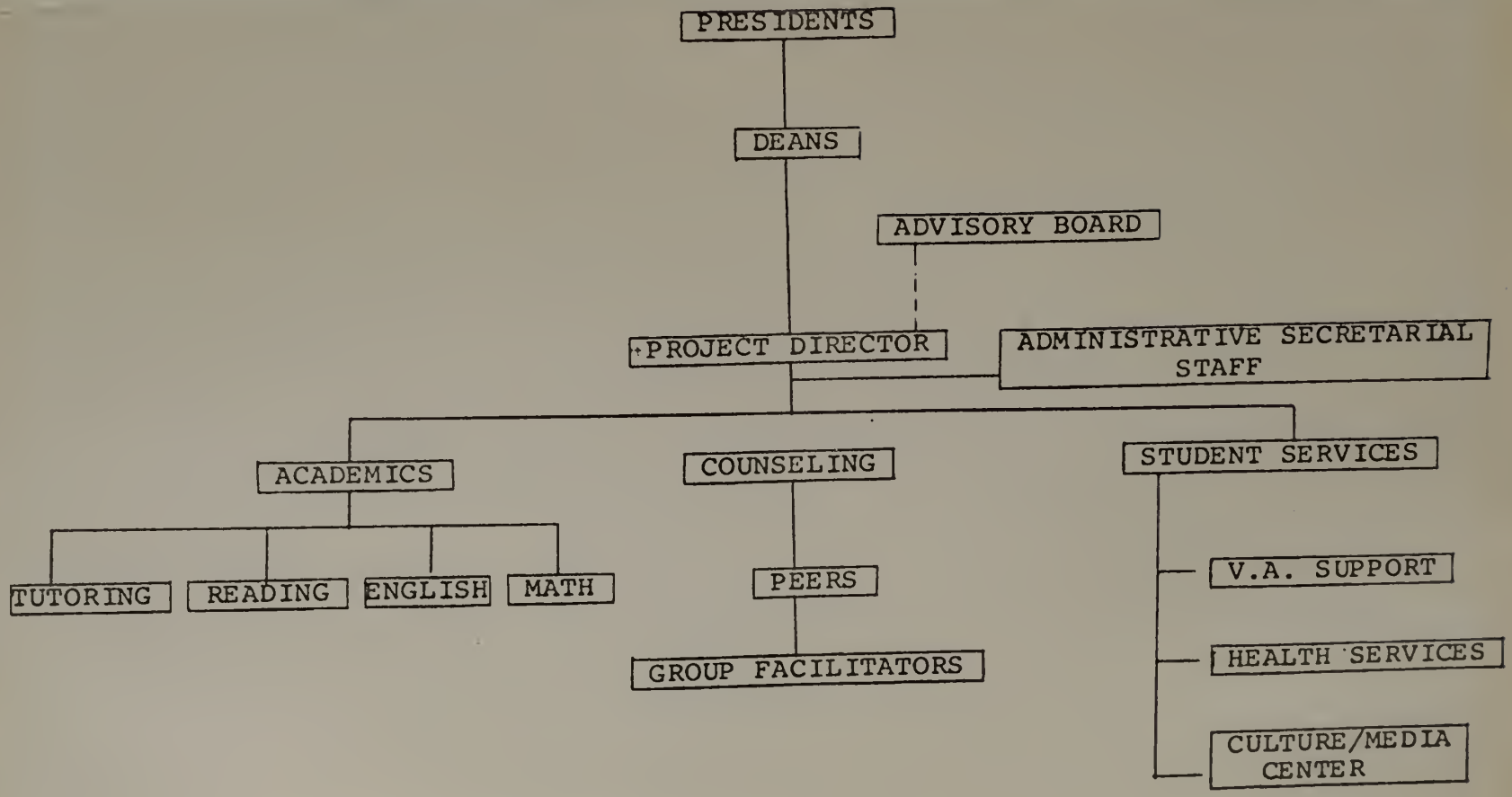
San Antonio, Texas, the fifteenth largest city in the United States, and the third largest in the state, has an estimated population of more than 750,000 with an approximate ethnic background of some 52 per cent Mexican American, 40 per cent Anglo, and 8 per cent Black. The city is located on the south central part of the state where there is a regional concentration of Mexican American pupils (See Figure 2).

St. Mary's University is located on the West Side of the city of San Antonio and barely outside the limits of the Model Cities area. This part of the city is predominantly Mexican American with an estimated 350,000 in population. Further, the West Side is characteristic of urban ghetto areas isolated by man-made barriers. The Spanish-speaking nature of the West Side community isolates it from the non-Spanish-speaking community. As is characteristic of most low-income areas it is a nonparticipant in the economic life of the region by reason of economic deficiency. In view of the proximity of St. Mary's University to the Mexican American community and the eligibility criteria established by the U.S. Office of Education (Appendix F), Project UNICO became a natural access program for Mexican American high school graduates meeting the criteria and seeking a baccalaurate degree.

Figure 3

Project UNICO

ORGANIZATIONAL CHART*



*Source: Project UNICO's Special Services Proposal

It is important to note that there are no public four-year institutions offering a baccalaurate degree program in San Antonio.[24] It would seem more appropriate for a public rather than a private institution to be the one to initiate a college access program such as UNICO, but presumably political factors in Texas were not favorable toward improving college accessibility for minorities.[25]

St. Mary's University is one of four small church-related liberal arts institutions offering a baccalaurate degree program in San Antonio. The other institutions are Our Lady of the Lake College, Trinity University, and Incarnate Work College. The high cost of attending a private college has made the baccalaurate degree practically inaccessible to the majority of the population in the lower-income brackets.

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[24]The University of Texas at Austin which is located about eighty miles north of San Antonio is perhaps one of the richest universities in the country with an estimated 40,000 student enrollment, but provides access to only a very small per cent of Mexican American students. Y. Arturo Cabrera in Emerging Faces: The Mexican American (Dubuque, Iowa: William C. Brown Co., 1971), p. 62, notes that in 1968 there were only 838 or 3.4 per cent Mexican American enrollment at the University of Texas. According to the 1970 Census data, Mexican Americans constitute 18 per cent of the more than eleven million Texas population.

A branch of the University of Texas system or the University of Texas at San Antonio (UTSA) which is the name that will be used is expected to open its doors to undergraduates by Fall, 1975, offering an additional opportunity for San Antonio residents to obtain a baccalaurate degree. It is not yet clear how accessible UTSA will be to the Mexican American community for two obvious reasons: first, the campus will be situated some fifteen miles north of the northside of the city and unless there is a conscious effort to improve public transportation facilities at reasonable rates, low-income commuting students will most likely be discouraged from attending UTSA; secondly, if the past record of the University of Texas at Austin is any indication of the commitment of UTSA to minority/poverty students, then the Mexican American community can expect the same kind of barriers found at the University of Texas at Austin. (See Chapter II, page 51, for specific examples.)

[25]See Chapter II, pp.42-49, for a discussion on how political factors affect college accessibility.

As was discussed in the review of the literature in Chapter II, the greater the distance from home to a college or university, the lower the probability of enrollment. Also, the less wealthy the student, the closer he stays to home.[26] Accordingly, the Mexican American community especially those who reside within the West Side and similar ghetto-type pockets of the city, appear to carry the brunt of a high-cost limited institutional opportunity for a four-year college education. Poor educational facilities and resources, poverty status, and high unemployment and subemployment rates characteristic of American ghettoes are prevalent statistics within the Mexican American community. For example, the 1968 Model Cities studies for San Antonio indicate a median income of $2,876, an unemployment rate of 8 per cent, and a median adult educational attainment of 6.2 years.[27]

Access to the baccalaurate degree in San Antonio is also available through a transfer academic program from the San Antonio Junior College System which maintains the highest student college enrollment in the city. The two colleges under the umbrella of the San Antonio College are San Antonio College which attracts the majority of students, and, St. Philip's College which is located on the East Side of the city and tends to emphasize vocational/technical programs. Historically, St. Phillip's College started as a Black college; however, the majority of students attending the college today are Mexican American. Additionally, within

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[26] See Chapter II, p.

[27] City of San Antonio Model Cities Program, San Antonio, Texas, 1968.

the last ten years, the Junior College System has become increasingly accessible to the Mexican American community. In fact, more than fifty per cent of the close to 16,000 students enrolled in the Junior College System today are Mexican American. However, because of the emphasis on vocational/technical programs, the seemingly high drop out rates, and poor coordination between junior and senior colleges, there are no data readily available to show the percentage of Mexican American students that actually transfer to four-year colleges to complete a bachelor's degree program.

According to Project UNICO's proposal, St. Mary's University has an enrollment of approximately 3,200 full-time undergraduate students and an estimated thirty-two per cent Mexican American student body. The proposal further points out that the University is trying to become more responsive to the needs of the community minorities. For example, in addition to Project UNICO, it also sponsors an UPWARD BOUND program with about 50 students, and a Career Opportunities Program for teacher training for about 120 students who reside in and are employed by the Edgewood Independent School District with predominant Mexican American enrollment. The University also sponsors the Bilingual/Bicultural Education for Secondary Teachers Program (BEST) for about 90 students.[28]

UNICO's Special Services Components

There are four principal components in Project UNICO that are designed to help the students admitted to St. Mary's University under its

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[28]Project UNICO's Special Services Proposal, op. cit., p. 5.

auspicies to remain and succeed in their studies. The components are (1) Counseling, (2) Developmental Instruction, (3) Tutoring, and (4) Student Services. While no attempt will be made in this study to evaluate the effectiveness of each of the specific components, a brief description will be given in order to provide a better understanding of the process that attempts to help students succeed. This process is considered to be a comprehensive approach in meeting both the personal and academic needs of the students. Figure 3 taken from UNICO's proposal indicates how the various components are organized at St. Mary's University.[29]

(1) Counseling Component. This component is designed to provide opportunities for students to develop sufficient confidence so that they will be able to realize their identity and goals. Specifically, it helps the student in such areas as:

a. Identification of cultural and value orientation in relation to self, others, and society.

b. Awareness and concept of self and others.

c. Improvement of self-worth and self-image.

d. Development of decision-making process.

e. Support of the development and achievement of his personal goals.

f. Development of social confidence.

g. Recognition of emotional and psychological situations.

h. Adjustment to college environment.

i. Attention to family and home-related problems.

j. Involvement in educational, vocational, and post-graduate counseling.

k. Referrals to other community and institutional organizations.[30]

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[29] Ibid., pp. 16-17.

[30] Ibid., pp. 17-18.

In addition to individual counseling, group counseling sessions are provided as a peer-group approach to problem-solving in such areas as academic performance, social adjustment, and personal growth. The group process involves defining problems, presenting alternative solutions, and assessing consequences in arriving at responsible decision-making.[31]

UNICO counseling methodology is considered different from the regular counseling services available at the University in that UNICO counselors take the initiative in contacting the students and provide continuous follow-up individual conferences for academic, personal, and emotional support.[32]

(2) Developmental Instruction Component. This component is designed to develop the necessary skills in communication, reading, studying, and mathematics for UNICO students to succeed in their college studies. The term "developmental" is used to imply that a proficiency in one skill is necessary before learning another and to point out that each student gains these skills and experiences at his/her own rate. Although instruction in these areas is offered to freshmen students for one summer session and two full semesters, some students are able to gain proficiency in a shorter time.[33]

Through the use of project personnel in the specialized areas, instruction is provided through non-credit UNICO courses and supplemented with individualized tutoring. Each of these areas involve specific objectives, activities, and evaluation criteria.

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[32] Ibid., pp. 16-17.

[33] Ibid., pp. 18-25. This investigator made two visits to the Project site during the academic year 1972-73 for the purpose of obtaining first-hand information from Project staff concerning UNICO's operation.

The communication course stresses individualized program instruction in composition and grammatical structure to help the students gain a proficiency at acquiring and using writing skills. Group lectures, exercises, and discussions are used to help the students gain appreciation and understanding of oral, written, and personal forms of communication. The learning group concept is used to help the students gain self-confidence and understanding of themselves and their backgrounds. During each semester a diagnostic and post-test is given to evaluate the progress of each student. Final evaluation takes into consideration the pre-post change, the growth patterns as observed in the classroom by the instructor, and student self-evaluation. In order that semester grades indicate progress toward a goal, the student receives either a "P" (Pass) or "IP" (In Progress).[34]

UNICO's specialized curriculum in reading and study skills focuses attention on the following specific tasks which are considered to be essential tools for success in a regular academic curriculum:

(a) Recognizing main ideas, details, and subject matter.
(b) Reading for significant facts.
(c) Recognizing organizational patterns (relationship to main ideas).
(d) Evaluating critical reading.
(e) Previewing, skimming, and scanning.
(f) Developing vocabulary skills.
(g) Reading textbooks.
(h) Recalling material.
(i) Taking lecture notes.
(j) Taking examinations.[35]

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[34] Ibid., pp. 20-21.

[35] Ibid., p. 22.

In the attempt to meet individual student needs in this type of program, day-to-day records are kept and individual lesson plans prepared for each student. Reading selections are representative of the types of reading that the student must do to satisfy course requirements. Final evaluation for this program is determined by a pre- and post-test, demonstrated proficiency in a daily lab work, and demonstrated proficiency in study skills.[36]

The developmental mathematics UNICO course covers both algebra and plane geometry which are considered essential for successful completion of core requirements in college mathematics. Specific content in algebra includes arithmetic skills, set theory, decimals, fractions, percentages, polynomials, factoring, exponents, radicals, equations, inequalities, systems of equations, stated problems, functions, and coordinate systems. The content in plane geometry includes lines, angles, planes, geometric formulae, inscribed figures, congruency, proportionality, and basis of solid geometry (i.e., space, volumes). The principal objective for the developmental mathematics course is to raise the level of competence and comprehension of the student to the level of a college math course. The procedure includes pre-testing the student in the areas of algebra and geometry to determine the areas of weakness. The student is then provided with class instruction supplemented by individual and small group tutoring sessions. Student progress is evaluated by post-testing him and determining the pre-post-test score difference in addition to classroom performance.[37]

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[36] Ibid., p. 21.

[37] Ibid., pp. 23-25.

(3) Tutoring Component. Tutoring is provided at two levels. First, UNICO students participate in an intensive course in basic skills provided during the summer prior to their first fall semester enrollment. Secondly, tutoring is provided to UNICO students in subject-area courses. Although the bulk of the tutoring is done in mathematics and English, the Project tutors in any freshmen and sophomore course that is requested, except religion.[38]

(4) Student Services Component. This component is divided into three areas: providing support to veterans on campus, referring students to the campus health center or the San Antonio Free Clinic for free eye and medical examination, and to develop and maintain a cultural/media center including journals, periodicals, and books which reflect the minority cultures.[39]

Time Table for Project UNICO Activities

Project UNICO activities occur in several phases during the year (See Figure 4, Model for Project Activities, and Figure 5, Time Table Chart).[40]

Phase I: Pre-Summer Activities. During this phase the Project receives and services referrals from various existing community agencies, such as, Project STAY. The admissions process for these referrals is a cooperative effort between the Admissions Office, the Financial Aid Office,

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[38] Ibid., pp. 25-26

[39] Ibid., pp. 26-27.

[40] Ibid., pp. 28-31.

Figure 4

Model For Project UNICO Activities*

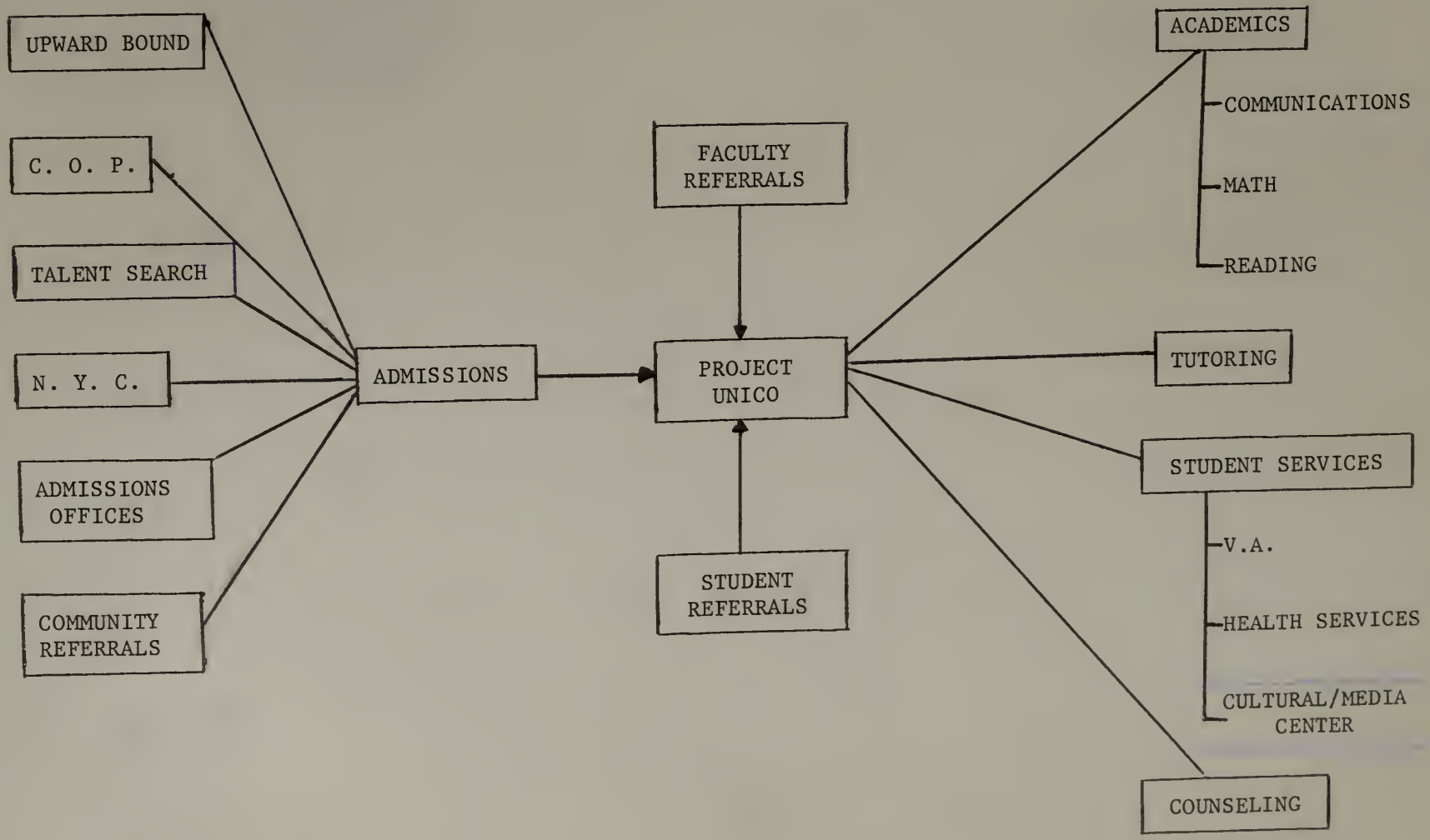

Figure 5

Time Table For Project UNICO Activities*

SPRING Mar-Apr-May-Jun	EARLY JULY Jul-Aug	MID Aug	FALL Sept-Oct-Nov-Dec	CHRISTMAS VACATION Jan	MID JANUARY Jan-Feb-Mar-Apr-May-Jun
1972	1972		1972	1973	1973
PHASE: I	II	R	III	IV	V
SERVICE:		E			
*Staff Planning	*Summer Program	G	*Full Fall Program		*Full Spring Program
*Pre-Screening	*Counseling	I	*Counseling	*Counseling	*Counseling
*Counseling	*Testing	S	*Developmental Reading, Math, English	*Planning	*Developmental Reading, Math English
		T		*Evaluation	
*Tutoring Math, English	*Developmental Reading, Math, English	R	*Tutoring		*Tutoring
		A			
*SRA Math Kit	*Orientation	T	*Orientation		*Pre-Screening
		I			*Staff Planning
		O			
		N			

*Source: Project UNICO's Special Services Proposal.

and the Project. This approach provides for adjustment of admission policies on behalf of in-coming UNICO students, for commitment of an adequate financial aid package, and for making some determination on the kind of supportive services each student will need.[41]

Phase II: The Summer Session. An orientation workshop prior to the start of the summer classes is conducted for participating UNICO students to better understand and appreciate their role within the Project and St. Mary's University. The summer session consists of eight weeks whereby students are provided instruction in mathematics, reading, study skills, and communications in addition to counseling and orientation sessions. The rationale for the summer session is that students with inadequate high school preparation in most cases require this time to give them a better chance for success in the fall semester.[42]

Phase III: Fall Semester. All of the services and components are available to students (See Figure 5).

Phase IV: Christmas Vacation. Counseling is available to students during this period (See Figure 5).

Phase V: Spring Semester. All of the services and components are available to students (See Figure 5).

Analysis of Institutional Change

It is generally recognized that if Special Services students are to be successful in a traditional college environment the institution must first make a commitment to the objectives of the program.[43] Institutions

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[41] Ibid., pp. 28-29.

[42] U.S. Department of Health, Education, and Welfare, Talent Search, Upward Bound, Special Services, op. cit., p. 78.

[43] Ibid., p. 73.

that commit themselves to the objectives of Special Services programs are expected to analyze every phase of their operation in terms of how the attitudes, methods and practices in effect maximize the Special Services students' chances for a positive developmental experience in higher education. If necessary, institutions funded in Special Services are expected to alter their attitudes, methods, and practices as they affect the Special Services students in at least the following areas: project development, recruitment, admission, financial aid, retention, counseling, tutoring curriculum, student personnel services, and staffing.[44]

1. Project development. The involvement of UNICO students and community people--in addition to faculty and administrative personnel--in the development of the Project represents one area of positive change. The institution participating in the Special Services program must appoint an Advisory Board. The function of the Advisory Board is to provide an opportunity for students and their parents and other low-income community leaders to have a say in the education of low-income students, as reflected in the workings of the Special Services porject.[45]

Project UNICO has an Advisory Board consisting of one-third low-income students; one-third parents of Project students and other low-income community adults; and one-third faculty and administrators from the participating institutions. Although the ultimate authority for Project UNICO rests with the Presidents of the Consortium institutions,

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[44] Ibid., p. 73.

[45] Ibid., p. 74.

the Advisory Board meets on a bi-monthly basis and has the opportunity of providing some direction concerning:

(a) the development of the proposal submitted to the Office of Education;

(b) preparation of the renewal funding proposal and other required reports;

(c) coordination of activities between the Project, the institution, the community, and other groups;

(d) reviewing, making recommendations on Project matters; and

(e) selection of the Project Director.[46]

2. Recruitment Special Services do not fund the recruitment of students to an institution of higher education. It does, however, support the identification of potential participants already enrolled and/or accepted by the institution. Project directors are encouraged to work closely with admissions officers in identifying candidates for Special Services from inner-city high schools, high schools serving large concentrations of low-income students, Talent Search, Upward Bound, the Neighborhood centers, and other agencies.[47]

In the area of recruitment, Project UNICO operates in close coordination with Project STAY (the community-based Talent Search operation) working in the predominantly Mexican American school districts. The Project also has a close working relationship with the University's

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[46]Project UNICO's Special Services Proposal, op. cit., 15.

[47]U.S. Department of Health, Education, and Welfare, Talent Search, Upward Bound, Special Services, op. cit., p. 76.

Upward Bound program. This approach to recruitment appears to be a desirable approach to attract and increase the enrollment of low-income Mexican American students. The identification of referrals to UNICO for 1971 to 1973 from the various sources is explored in Chapter IV.

3. Admissions. The general admissions policy at St. Mary's University stipulates that students must attain a minimum composite score of 18 on the American College Testing Program (ACT) and have a satisfactory high school academic record. However, it is suggested that no single factor will absolutely determine an applicant's acceptance.[48]

Chapter IV describes the sample population's antecedent characteristics, such as, rank-in-class and scores on the American College Testing Program (ACT) to provide some understanding of the admission's policy changes at St. Mary's University for accommodation of UNICO students.

4. Financial Aid. Like most colleges and universities today, St. Mary's University maintains a financial aid office that provides financial assistance to students in the form of scholarships, grants, loans, and work-study programs. By and large, financial aid at St. Mary's is dependent on federal and state financial aid programs. Specifically, some of these programs are the Educational Opportunity Grants (EOG), the College Work-study program, the National Defense Student Loan (NDSL), the Texas Opportunity Loan Program (TOP), the Texas Equalization Grant (TEG), the Law Enforcement Education Program (LEEP), and G.I. Bill benefits.

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[48] Project UNICO's Special Services Proposal, op. cit., p. 7.

[49] Ibid., p. 8.

Since most UNICO students generally meet the federal grant in aid criteria, they receive equal consideration for federal funds along with other needy students. However, since a commitment of financial aid to UNICO students is considered essential, UNICO staff maintains close coordination with the financial aid office and provide both information and help in obtaining adequate aid for the UNICO students.[49] Chapter IV describes the type of financial aid UNICO students received during academic years 1971-1973.

5. Retention. Special Services federal guidelines expect participating institutions to give students sufficient time to enable them to determine what it will require for them to succeed and for the institution to discover how it can better serve them.[50]

> St. Mary's University uses a 4.0 Grade Point System (whereby A=4; B=3; C=2; and D=1). A freshman or sophomore student failing to make a 1.7 Grade Point Average in any semester is placed on scholastic probation. If he fails to make a 2.0 (GPA) the following semester he is then liable for suspension for one semester. Should he make less than 2.0 but more than 1.7, he may be retained on extended probation.[51]

The kind of commitment that St. Mary's University made in the attempt to help the UNICO student succeed is expressed in the following contractual agreement between the Consortium institutions and the U.S. Office of Education:

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[49] Ibid., p. 8.

[50] U.S. Department of Health, Education, and Welfare, Talent Search, Upward Bound, Special Services, op. cit., p. 77.

[51] Project UNICO's Special Services Proposal, op. cit., p. 8.

> The participating institutions agree to retain the Special Services student for a minimum of the first two calendar years, if necessary, when his grades fall below the standard requirements provided that the student continues to avail himself of the UNICO services, and the Project staff and respective Academic Dean recommends his/her retention.[52]

Chapter IV provides information on grade point averages for summer, fall and spring semester of the sample population for this study.

6. Staffing. Federal guidelines require that staff members of Special Services programs must become acutely aware of attitudes at the institution, the concerns of the students, and the kinds of conflicts which can arise between the two. In addition, examples of sensitivity which staff members are expected to have if they are to be successful with Special Services students include the following:

(a) to be able to convey a sense of confidence to students who may be ill at ease in the academic environment;

(b) to permit students to make their own mistakes;

(c) to work with faculty and administration in the development and use of modified techniques with these students, such as, oral rather than written tests.[53]

There are also two major criteria thought to be essential in the selection of Special Services staff persons:

(1) faculty, counselors, tutors, and administrators who work with Special Services students may achieve greater success in communication if they share similar ethnic background with the students, and

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[52] Ibid., p. 9.

[53] U.S. Department of Health, Education, and Welfare, Talent Search, Upward Bound, Special Services, op. cit., pp. 84-85.

[54] Ibid., p. 84.

(2) staff will have to be talented in giving flexibility to institutional procedures which were not designed for, but must meet the needs of, disadvantaged students.[54]

Criteria for UNICO staff selection stresses background, ability to work with the students being served, experience, and special skills (See Appendix G for Project UNICO staff selection criteria). Staff categories include the Executive Project Director who is responsible for the administration of the program as well as for supervision of staff. He also consults with the Advisory Board and works under the authority of the Presidents and Deans of the participating schools.[55]

The faculty category includes both instructors and counselors. These are not considered tenured positions, and consequently, there is some question as to whether they are viewed as equal in status and role as other faculty in the traditional departments.

Tutors are generally selected from undergraduate and graduate student body and are part-time staff.

7. Faculty and Campus Involvement. The kind of success UNICO students enjoy depend on the kind of attitude and involvement that other University faculty members develop toward the objectives of the program.

After three years experience, the Project reports that although "there has been an increase in responsiveness to the San Antonio community by the participating institutions, much more needs to be done and can be done in the area of curriculum change, minority faculty representation, and faculty sensitivity to low-income minority students."[56] It is hoped

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[54] Ibid., p. 84.

[55] Project UNICO Special Services Proposal, op. cit., p. 10.

[56] Ibid.

that eventually the Special Services project will become absorbed into the institution's general structure.

Summary

This chapter described selected programs serving predominantly Mexican American school districts in San Antonio, Texas, intended to encourage and motivate students to consider college as a postsecondary educational option. The two helping-to-enter college programs described are Project STAY (Scholarships To Able Youth), a community-based Educational Talent Search program and the UPWARD BOUND program at St. Mary's University. The focus of this chapter is the case study of Project UNICO--a helping-to-remain and succeed in college Special Services program operating at St. Mary's University.

The three programs are federally-financed and part of a national trend of increasing opportunities for economically and educationally disadvantaged youngsters to continue their education beyond the high school. They also represent a different approach from traditional institutional practices. Some of these new approaches include the practice of advocacy and an emphasis on bilingualism in counseling and guidance designed to meet the economic, cultural, and linguistic needs of Mexican American students as well as positive reinforcement of their abilities to enter and succeed in college. Both UPWARD BOUND and Project UNICO provide specialized compensatory curriculums in the areas of communications (English grammar and composition), mathematics, and basic study skills (learning to learn). Tutoring, individual and group counseling are used as supportive measures to help students succeed in a traditional college environment. Summer programs are provided to help students "catch up"

and get oriented for the college experience. Greater participation of Mexican American students, parents, and community low-income persons in the planning and implementation of these programs is emphasized.

The relatively new experience of college access programs serving predominantly Mexican American students point toward a greater commitment on the part of educational institutions to the teaching/learning process if the objectives of these programs are to be realized. There is the recognition that successful teaching strategies have not been developed for the pressing higher educational needs of Mexican American students. It is further suggested by the review of the literature that teachers and counselors who are judged to be successful are those who have developed sensitivity to the special needs, the variety of learning patterns, and the learning strengths and weaknesses of their students.

> These teachers have also developed a wide variety of instructional techniques and methodologies by which they are familiar, and attitudes of respect and expectation which they strongly hold.[57]

Optimism for greater participation of Mexican Americans in higher education seems to depend on the flexibility of institutions and their willingness to commit resources. The three-year experience of one program suggests that:

> A total institutional involvement and commitment is essential to the success of these students. . .This institutional commitment of the academic faculty must also involve recognition of differences and means of enhancement of the richness of a bilingual society. This kind of commitment cannot be quickly obtained, but with administrative cooperation, it can be developed.[58]

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[57]Edmund W. Gordon and Doxey A. Wilderson, Compensatory Education for the Disadvantaged: Programs and Practices--Preschool Through College (new York: College Entrance Examination Board, 1966), p. 179.

[58]Project "Puerta Abierta" A Bilingual, Bicultural Program of Elementary Teacher Education, Department of Education, Our Lady of the Lake College, San Antonio, Texas, (1971).

CHAPTER IV

CASE STUDY ANALYSIS OF PROJECT UNICO (1971-1973)

The purpose of this chapter is to present an analysis of the descriptive data gathered from Project UNICO for the years 1971 to 1973 to better understand factors relating to Mexican American access and retention at St. Mary's University. The analysis involves a description of student characteristics, extent of student participation in UNICO services, and student perception of the importance of services rendered by the program during their first year at the University. Major themes of importance to the concept of college accessibility as identified through the review of the literature also provide an analytical framework for a broader perspective of the case study analysis.

Procedure for Data Gathering and Analysis

Instruments in Appendices A and B were used to gather data from program records objectively and confidentially on such variables as: age, sex, ethnic background, family income, size of family, rank-in-high school graduating class, composite and subject area scores on the American College Testing Program (ACT), course loads (credit and non-credit), and grade point averages for one summer, fall, and spring semesters. Additionally data were gathered to indicate the individual services that students received including: Summer college orientation, tutoring, transportation, individual counseling, financial aid counseling, veterans support, health services, special curriculum, reading, basic study

skills, developmental math, English grammar and composition, and any other not included in the above.

The "Student Feedback Questionnaire" found in Appendix C was used to obtain information directly from the UNICO students by mailing the questionnaire to them in the summer of 1973. Respondents were requested not to sign their names to the questionnaire in order to maintain confidentiality and freedom of expression. The questionnaire was designed to ilicit the students' perception of Project UNICO to them during their freshmen year at St. Mary's University as well as to obtain a reading on how they view the importance of individual UNICO services. Additionally, there were two open-ended questions to give the student an opportunity to suggest additional services that should have been offered by the Project and any other comments they might wish to make concerning the program. Thirty (30) students responded to the questionnaire by August, 1973, and constitute the basis for sampling the importance of UNICO to students that have participated in the program.

Data summary and analysis for Appendices A, B, and C were facilitated through the School of Education's modular course offering "Statistical Package for the Social Sciences" (SPSS) and the use of the computer at the Graduate Research Center.[1] The printouts on the summary analysis for Appendices A and B are found in Appendix H. The printout on the "Student Feedback Questionnaire" is found in Appendix I. Project site visitations and interviews with UNICO staff provided an additional tool for data collection and analysis.

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[1]This course was offered in Fall, 1973, and taught by Leah Hutten. Reading resources include: Norman Nie, et al., Statistical Package for the Social Sciences (New York: McGraw-Hill Book Co., 1970), pp. 343; and SPSS-3600 Update Manual Version 5.0, University Computing Center, Graduate Research Center, University of Massachusetts at Amherst, 1972, . 77.

Access to St. Mary's University

As a non-public four-year institution, St. Mary's University is considered a selective institution expecting students to meet at least the following two major criteria for admission: (1) to attain minimum scores on the American College Testing Program (ACT), and (2) to present a good high school academic record. These two criteria are seen as potential indicators for success in St. Mary's academic programs. Specifically, a minimum standard composite score of 18 on the ACT college entrance exam is considered to be essential for high school graduates to be admitted to the institution.

In comparing the UNICO students to the general admissions policy, the one factor that would have precluded their admission to St. Mary's University would have been their composite scores on the ACT exam. Tables 13 and 14 describe how UNICO students compare with the admissions policy and point out how some students excelled in the attainment of maximum scores in all of the subject areas.

On the other hand, it appears that most students were selected on the basis of having demonstrated success in high school as evidenced by their rank in their high school graduating class. Ninety-two per cent graduated in the upper half of their senior class as shown on Table 15.

Table 16 shows the percentage of students that participated in each of the UNICO Special Services components. Almost all of the UNICO students participated in the summer college orientation program, individual and financial aid counseling, and in the specialized curriculum.

TABLE 13

UNICO Students Standard Scores on ACT Exam

SUBJECT AREA	MINIMUM	MEAN	MAXIMUM	RANGE
English	4	13.5	22	18
Math	6	15.6	28	22
Social Studies	2	13	25	23
Natural Science	2	14.6	26	24
Composite	7	14.2	22	18

Source: See Appendix H

TABLE 14

Graphic Illustration of UNICO Students Mean ACT Standard Scores Compared with St. Mary's University Admission's Policy

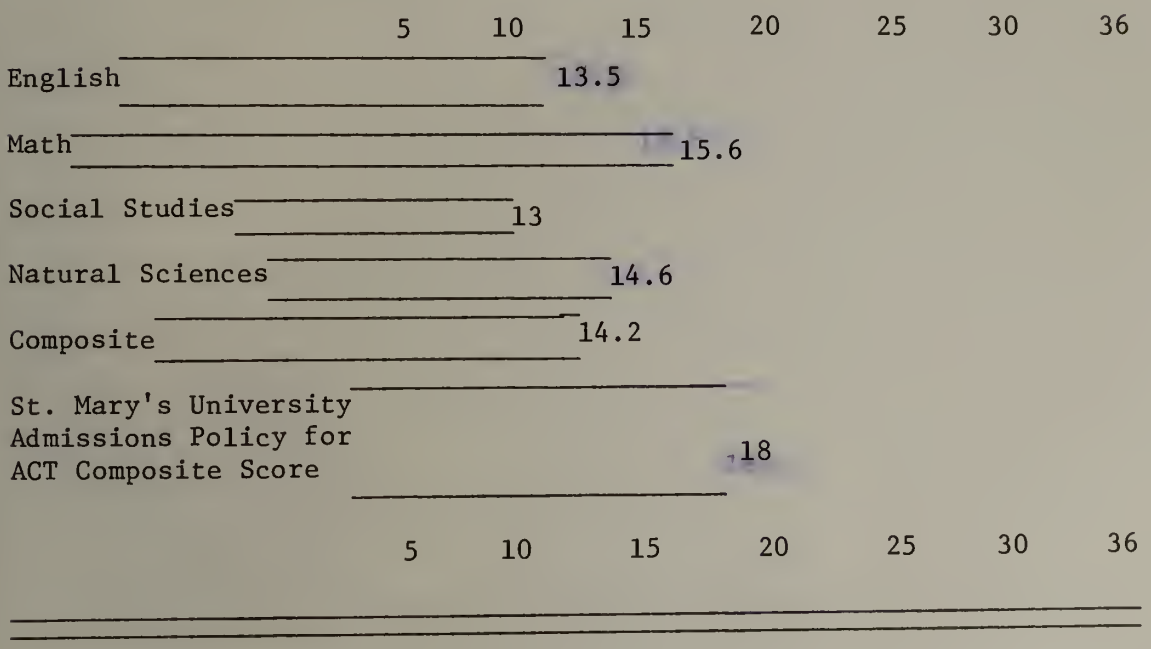

TABLE 15

UNICO Students Rank-in-High School Graduating Class

RANK	No. of Students	Percent
First Quarter	39	59.1
Second Quarter	22	33.3
Third Quarter	2	3.0
Fourth Quarter	1	1.5
**Other	2	3.0
TOTAL	66	100.0

**GED Graduates
Source: See Appendix H

TABLE 16

Summary Analysis of Student Participation in UNICO Services

TYPE OF SERVICE	No. of Students	Percent
Summer College Orientation	64	97
Tutoring	52	78
**Transportation	--	--
Individual Counseling	63	95
Financial Aid Counseling	62	94
**Veteran's Support	--	--
**Health Services	--	--
Special Curriculum	65	99
Reading	55	83
Basic Study Skills	28	43
Math	53	80
English Grammar & Composition	54	82
Other	--	--

** No indication from program records of student participation
Source: See Appendix H, pages, 9-21.

There was high participation in the tutoring component (78%), reading (83%), developmental math (80%), and English grammar and composition (82%). There was no indication from program records of student participation in transportation, veterans support, or health services.

The UNICO specialized curriculum is designed to provide the students with the necessary skills to make them eligible for college-level courses. In this respect the data reported on Table 17 show that of the sixty-five students that participated in the summer programs (non-credit courses) only 9 or 13 per cent were doing so by the spring semester. Those data also show an increase in the number of college-credit courses from the fall semester to the spring semester. Specifically, Table 17 shows that the average college course load increased from 12 to 14 credits.

The kind of success or retention that UNICO students experienced during their freshmen year at St. Mary's University is also reflected in Table 16 which indicates their grade point averages for fall and spring semesters. Non-credit courses are not included in the computation of grade point averages. The grade point averages for the fall and spring semesters were 1.875 and 1.889 respectively, closely approximating the 2.0 (C) required in order to be considered in good academic standing. Although these data show the mean GPA for UNICO students to be slightly below the acceptable level of achievement, thus avoiding being placed on scholastic probation, suspension, or withdrawal, there was a small increase in the mean GPA between fall and spring semesters which shows promise that the group may "catch up" by their sophomore years.

TABLE 17

UNICO Students' Course Loads (Credit and non-credit) and Grade Point Averages (GPA) for the Summer, Fall, and Spring Semesters

NON-CREDIT UNITS	No. of Students	Mean Units Attempted	Mean Units Completed	Mean GPA
Summer	65	7.2	6.6	--
Fall	28	3.5	3.4	--
Spring	9	4	3.5	--
CREDIT UNITS				
Summer	--	--	--	--
Fall	62	11.8	10.9	1,875
Spring	56	13.7	12.5	1,889

Source: See Appendix H

It can be categorically stated that the UNICO students are definitely achieving within the expected range compared with the general campus freshmen population as well as showing maximum GPA's of 3.0 and 3.2 for fall and spring semesters as indicators that some students are excelling in their academic pursuits. It should also be noted that of the sixty-six students that participated at the beginning of the summer programs 53 or 80 per cent of those students were retained by the end of the freshman year. This type of success appears extremely favorable in view of the fact that the freshmen year is generally the critical year of adjustment for most students in the transition from high school to college.

The Effect of UNICO

Determining the extent to which UNICO students are persisting and experiencing moderate success in a traditional college environment as a direct result of project intervention presents a problem inherent in the federal guidelines prohibiting the use of control groups:

> Special Services projects are not meant to be research projects because (a) their design may need to be altered and (b) they must not make use of control groups.[2]

It is therefore difficult to ascertain unimpeachably whether the UNICO students would have persisted about the same without Special Services.

The fact remains, however, that by virtue of its existence UNICO provided the opportunity for sixty-six students of whom ninety-five per

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[2]U.S. Department of Health, Education, and Welfare, Talent Search, Upward Bound, Special Services (Washington, D.C.: Office of Education Program Manual, 1972-1973), p. 83.

cent were Mexican American to enter St. Mary's University during the academic years 1971-1973. These students would have been refused admission without the availability of project services. The data reported on Table 18 are indicative of the fact that the UNICO students are somewhat successful and are being retained in making progress towards an academic degree program.

One crucial test for the efficacy and desirability of the UNICO program is to determine how students feel about the importance of such a program to them during their first year at St. Mary's University. The "Student Feedback Questionnaire" found in Appendix C was administered to the sixty-six students through a mailed administration in the summmer of 1973 and resulted in a response from thirty students. Fourteen of those responding participated in the summer and academic year 1971-1972 and fifteen participated in the summer and academic year 1972-1973. One respondent did not check the year of participation and was not included in the frequency distribution processed by the SPSS program.

Table 19 provides the result of the "Student Feedback Questionnaire" and shows that 82.7% of the respondents felt that UNICO was important to them during their first year at St. Mary's compared with only 10.3% who indicated it was not important. Services that received high commendation by the respondents included: Summer College Orientation (79.3%), Tutoring (79.3%), Individual Counseling (79.2%), Financial Aid Counseling (65.4%), and English Grammar and Composition (75.9%).

Those services receiving moderate importance rankings include: Reading (62.1%), Basic Study Skills (55.1%), and Developmental Math (48.2%).

TABLE 18

UNICO Students' Range of Courses Attempted and Completed and GPA's for the Summer, Fall, and Spring Semesters

NON-CREDIT UNITS		Minimum	Mean	Maximum
Summer	Attempted	3	7.2	9
	Completed	3	6.6	9
Fall	Attempted	3	3.5	6
	Completed	3	3.4	6
Spring	Attempted	3	4	6
	Completed	3	3.5	6
CREDIT UNITS				
Summer	Attempted	-	---	-
	Completed	-	---	-
Fall	Attempted	3	11.8	16
	Completed	3	10.9	15
Spring	Attempted	6	13.7	17
	Completed	3	12.5	17
GRADE POINT AVERAGES (GPA)				
Summer		-	---	-
Fall		0.210	1.875	3.000
Spring		0.270	1.889	3.2

TABLE 19

Student Perception on the Importance of Project UNICO and Specific Services According to Results on "Student Feedback Questionnaire"

	Very Important	Important	Somewhat Important	Total Importance
Importance of Project UNICO	51.7	17.2	13.8	82.7
Summer College Orientation	13.8	37.9	27.6	79.3
Tutoring	44.8	20.7	13.8	79.3
Individual Counseling	37.9	24.1	17.2	79.2
Transportation	6.9	6.9	10.3	24.1
Financial Aid Counseling	24.1	24.1	17.2	65.4
Veteran's Support	3.4	3.4	10.3	17.1
Cultural/Media Resource Center	10.3	6.9	17.2	34.4
Reading Course	13.8	34.5	13.8	62.1
Basic Study Skills Course	10.3	27.6	17.2	55.1
Developmental Math Course	10.3	24.1	13.8	48.2
English Grammar & Composition Course	27.6	34.5	13.8	75.9

Source: See Appendix I

TABLE 20

Results on Project UNICO "Student Feedback Questionnaire" According to Total Importance, Neutral or Not Applicable, Not Important

	Total Importance	Neutral or Not Applicable	Not Important
Importance of Project UNICO	82.7	6.9	10.3
Summer College Orientation	79.3	13.8	6.9
Tutoring	79.3	13.8	6.9
Individual Counseling	79.2	10.3	10.3
Transportation	24.1	44.8	31.0
Financial Aid Counseling	65.4	27.6	6.9
Veteran's Support	17.1	62.1	24.1
Cultural/Media Resource Center	34.4	41.4	24.1
Reading Course	62.1	27.6	10.3
Basic Study Skills Course	55.1	41.4	3.4
Developmental Math Course	48.2	31.0	20.7
English Grammar & Composition Course	75.9	20.7	3.4

Source: See Appendix I

Services that were ranked of little importance from the respondents include: Veterans Support, Cultural-media Center, and Transportation. This is probably due to the fact that there was little or no participation in these three services at St. Mary's University by the military. For example, only one of the respondents indicated that he was a veteran. Also, the Cultural-media center was located at Our Lady of the Lake College. For students who utilized these services the particular service might have been more significant to them.

On the other hand, the most important services reported by the respondents were Tutoring (31%) and Individual Counseling (31%). These two services are also noted previously for having high participation.

There were approximately eighteen responses to questions 5 and 7 which asked students for their opinions on services that should have been offered or should be offered by St. Mary's University as well as any additional comments they might wish to make concerning the program. Most respondents to these two open-ended questions used the space to praise the project for services that they received as indicated by the following representative responses:

> "Project UNICO and its services have been very helpful to me during my first academic year at St. Mary's."
>
> "Without Project UNICO, I wouldn't be in St. Mary's now."
>
> "As an 8th grade drop-out, it was through UNICO's help and services that I was able to return to school. I feel that I was a good student and UNICO had something to do with it."
>
> "UNICO has been of great help to me. I would not have made it this year without them."

Some used the space to indicate their personal academic needs, such as, "I would like a tutor for English next semester," or "there should be more emphasis on study habits." There were three who replied that UNICO was of no significant help to them suggesting that they could get along without the services of the program. Accordingly, this type of comment supports the notion that some students just need the opportunity to "enter" the university--which UNICO provided them--and can succeed on their own.

Impact of UNICO on St. Mary's University

The problems associated with financing a private university as well as the priorities and goals set for being a private institution, suggest that without federal financial assistance Project UNICO might not have come into existence at St. Mary's University. UNICO was initiated at St. Mary's University as a direct result of federal funding beginning in July, 1970, and continuing through June, 1973.

Although there was no Special Services program in Summer of 1973 there was some evidence in the fall of 1973 that the concept of Special Services was being continued at St. Mary's University through what is now known as Project SET (Supportive Educational Training). This is a modified institutional effort to continue some of the services that UNICO had initiated. Specifically, thirty-five students enrolled at St. Mary's University in the fall, 1973, who were initially rejected because they had scored below the minimum score of 18 on the ACT exam. Throughout the academic year these thirty-five students are

receiving non-credit skill development courses in reading, writing, and mathematics. Evaluations by Project SET at the end of the fall semester based on pre-level and post-level testing indicate that students are able to improve their reading, writing, and math skills through such instruction. The most crucial function of the project appears to be that thirty-five students were provided access to the institution on the basis that they could make satisfactory academic progress if supportive services were available.

The lack of federal funding to support a Special Services program and the financial crisis of private institutions today, are not likely to drastically change opportunities for the economically and educationally disadvantaged student to enter and succeed at St. Mary's University. The major source of funding for Project SET, for example, comes out of student financial aid packaging. Staff has been substantially reduced to one coordinator without clerical assistance. Additionally, the project is not in a financial position to offer tutoring to the students.

Operationalizing the Concept of Equal Educational Opportunity

Chapter II, Section 1, reviewed contemporary knowledge on Mexican American access to higher education and reported the poor representation of Mexican Americans in colleges and universities, particularly at four-year institutions. Although there are no criteria readily available for comprehensively and effectively measuring institutional commitment to equal educational opportunity, some of the key concepts identified in the review of the literature can serve as guides

for analyzing St. Mary's University is in relation to the status quo and the kind of changes desired concerning: enrollment, recruitment, financial aid practices, programs and services, and faculty and student support personnel.

·Enrollment. The ethnic composition of the San Antonio student population is 51% Spanish Surname, 41.2% White, 7.4% Black, and 0.4% Other (Oriental and American Indian). (See Figure 6 and 8). In the geographic areas of San Antonio where the majority of the students are from minority groups, the teacher/student ratio, expenditure per child, and median years completed are all below city averages. (See Figure 7 and 9). Access to a four year college education in San Antonio is limited to four small church-related colleges and universities (See Figure 10 illustrating the specific location of colleges.) The University of Texas in San Antonio is not expected to open its doors to undergraduates until fall, 1975. The obligation for providing higher educational opportunities for San Antonio residents is placed on the private sector. As mentioned before, the issue of equitable representation for specific ethnic groups in higher education would perhaps be more appropriately addressed to the public sector. However, this issue is relevant for private institutions that receive federal funds, that are committed to serving the needs of students regardless of social and economic status, and that seek to offer equal educational opportunities to all persons, "regardless of race, religion, sex, nationality, or social and economic status." Through both the Special Services and UPWARD BOUND proposals to the U.S. Office of Education,

Figure 6

San Antonio Student Population
and Ethnic Distribution

School District	Total No. of Students	% White	% Spanish Surname	% Negro	% Other
Alamo Heights	5,027	80.8	18.1	.8	.3
East Central	3,412	70.5	23.2	6.3	0
Edgewood	23,013	3.5	90.4	6.0	0
Harlandale	18,415	30.8	68.8	.2	.1
Judson	4,473	83.3	12.7	2.9	1.2
Northeast	28,402	88.7	10.2	.5	.6
Northside	23,700	72.8	23.0	3.5	.7
San Antonio	74,955	21.4	62.9	15.5	.2
Somerset	962	56.7	43.3	0	0
South San Antonio	10,135	33.8	63.2	2.7	.1
Southside	2,326	25.3	73.5	1.0	.1
Southwest	3,357	59.2	39.0	1.5	.3
TOTAL	198,177	41.2%	51.0%	7.4%	.4%

Source: Texas Education Agency, Research Division, 1972

Figure 7

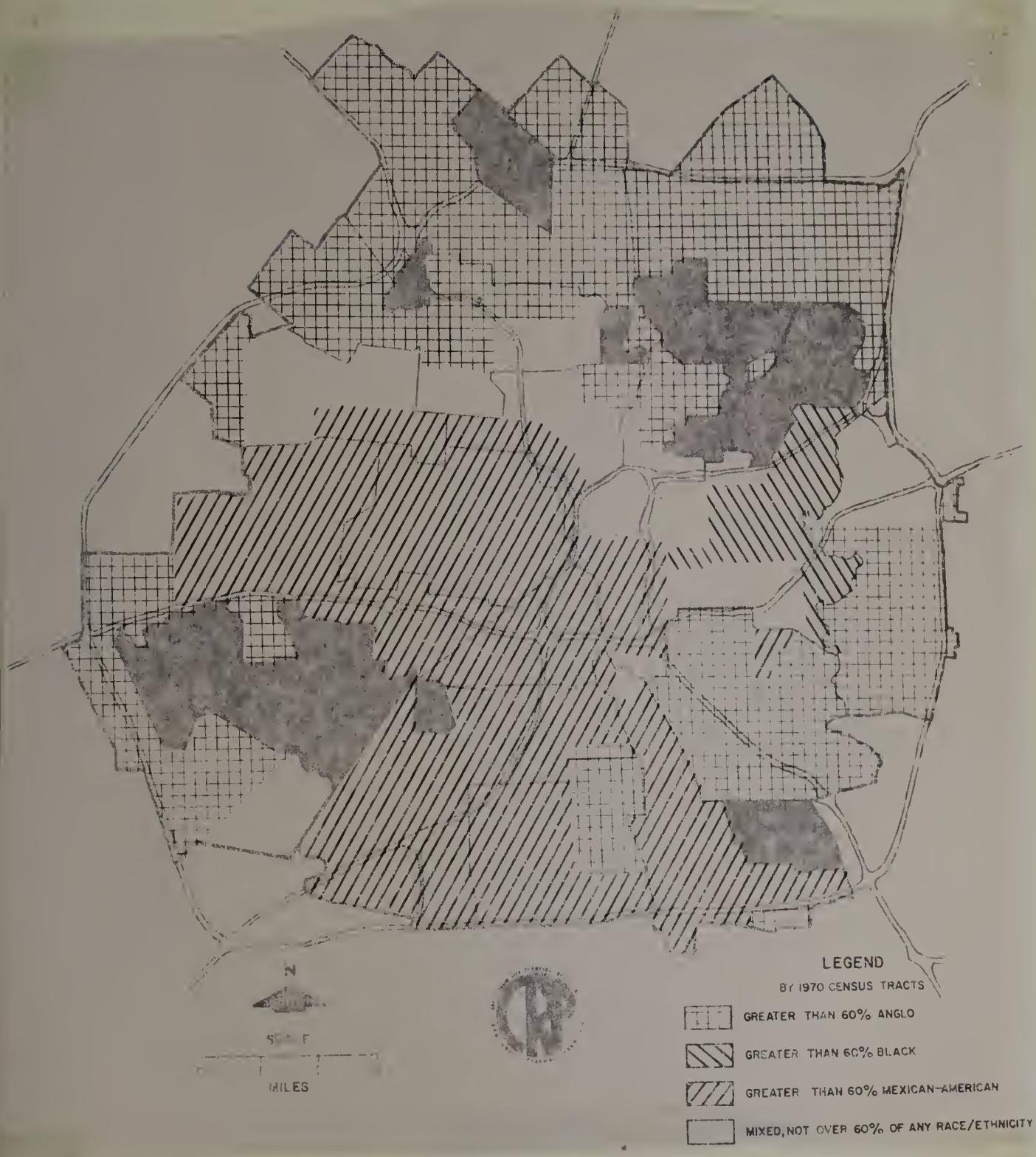
San Antonio School Districts
Average Teacher/Student Ratio and
Expenditure Per Child

School District	Average Teacher/Student Ratio	Expenditure Per Child
Alamo Heights	1/17	$706
East Central	1/24	424
Edgewood	1/27	380
Harlandale	1/26	434
Judson	1/23	461
Northeast	1/23	537
Northside	1/26	454
San Antonio	1/24	504
Somerset	1/16	445
South San Antonio	1/26	443
Southside	1/23	447
Southwest	1/23	390
AVERAGE	1/23	$468

Source: Texas Education Agency, Research Division, 1970 and Research and Planning Council, January, 1972.

Figure 8

District Analysis Racial/Ethnic Composition



Source: 1970 U.S. Census
Taken from District Analysis: First Year Summary Report, Community Renewal Program, Department of Planning, City of San Antonio, November, 1972.

Figure 9

Median School Years Completed by Census Tract
in the City of San Antonio

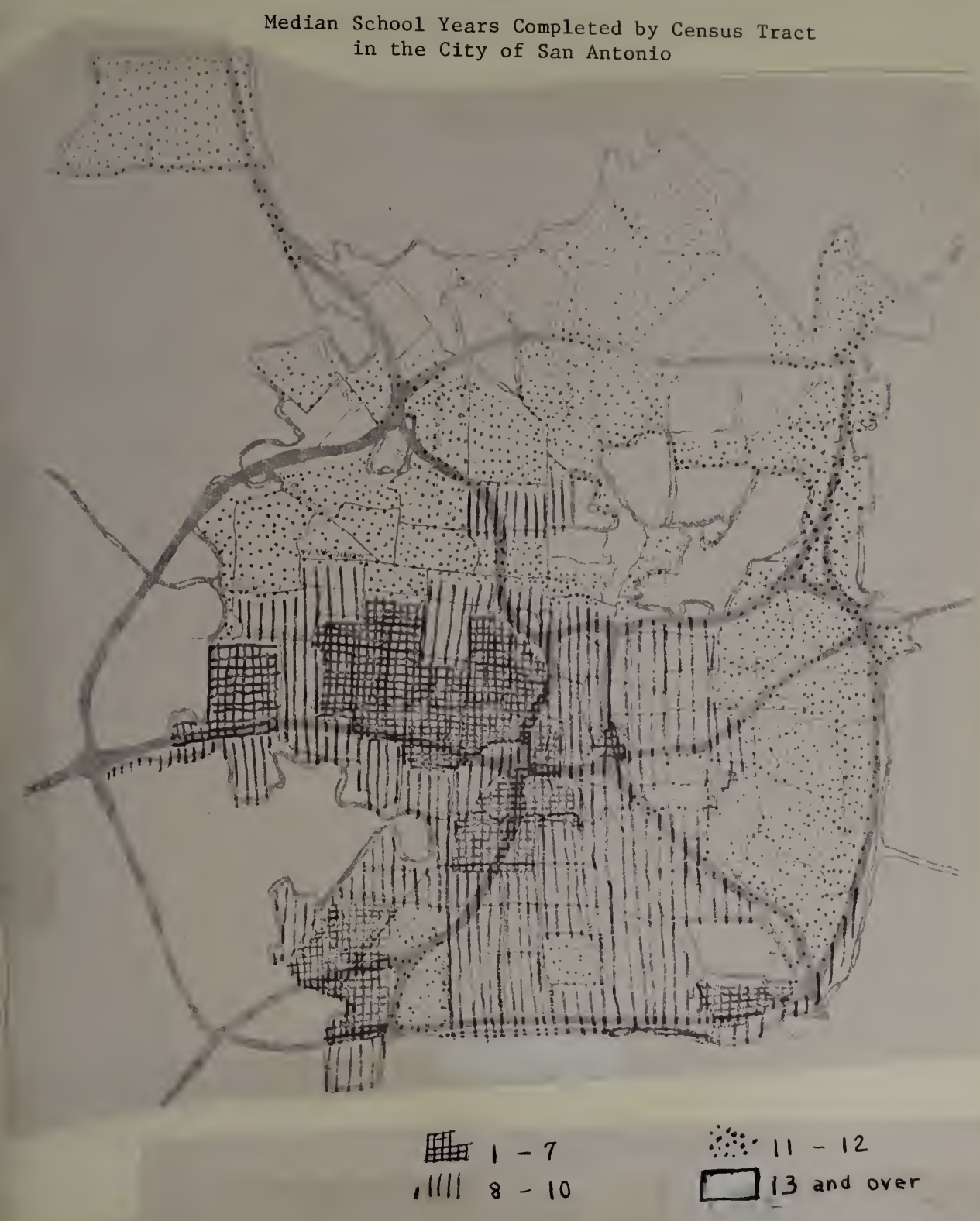


Figure 10

San Antonio School Districts/Colleges**

In San Antonio there are nine institutions of higher education. Below is a graphic illustration of their specific location.

1. Incarnate Word College
* 2. National University of Mexico
3. Our Lady of the Lake College
4. San Antonio College
5. St. Mary's University
6. St. Philip's College
7. Trinity University
8. University of Texas Medical School
9. University of Texas at San Antonio (temporary location)

*There are no degrees awarded by this University at this time. Courses in Spanish and Mexican History are offered. This University is an extension of the National University of Mexico City, D.F.

**Source: San Antonio City Planning Department Community Renewal Program.

St. Mary's University appears to be committed to the principle of equal educational opportunities.

The proximity of St. Mary's University to the Mexican American population of western San Antonio has made it possible for an estimated thirty-two per cent Mexican American student body. Considering that the San Antonio student population is fifty-one per cent Spanish-surnamed, there is still a twenty per cent lag for a ratio corresponding to the Mexican American student population in the City.

The development of programs, such as, UPWARD BOUND and Special Services, at St. Mary's University has contributed to the improvement of access and retention to the institution for those students involved in the programs. UNICO data show that there was high Mexican American participation in the program and that at the end of one academic year most students were making progress towards an academic degree and would not have been able to do so without the existence of the programs. It is important to point out that the number of students actually served by the UNICO program between 1971-1973 made up about 1% of the total St. Mary's University enrollment. This means that to use the program of Special Services as a vehicle for equitable representation of Mexican Americans at the institution, the program would have to be substantially enlarged many times over. The problem of developing resources to pay adequate attention to the needs of economically and educationally disadvantaged students would need to become a major priority and goal for the institution in order to truly operationalize the concept of equal educational opportunity and achieve equitable representation for Mexican Americans in San Antonio.

·Recruitment. Program data show that there were fewer students recruited for UNICO for 1972-1973 than there were for 1971-1972 with male participants having a slight edge over females. A follow-up survey for fall, 1973 recruitment under Project SET also shows that there were two fewer students participating under Special Services than the thirty-seven recruited for 1971-1972. Thus the pattern for recruiting UNICO type students (those with a lower composite score than 18 on the ACT exam) seems to be diminishing or at best remaining at a fairly constant level.

The median age for students recruited for UNICO was 18.2 with a minimum of 17 and maximum of 25. The age factor indicates that UNICO students are no different than the usual age for college attendance at the undergraduate level (more than 60 per cent of all college students are in this age group). It is an indication that this group of students generally made similar progress in school to that of other students of their age group. Although a minute sample, the UNICO students are representative of the finding that "while Anglos of 25 years and over have a higher educational attainment than those 14 to 24 years, the reverse is true for the Spanish Surnamed and non-white population."[3]

Data gathered from UNICO indicate that program participants for 1971-1973 were recruited as follows: Admissions Office (45%), Project STAY (34.8%), UPWARD BOUND (6.1%), and Project BEST (13.6%). This

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[3]Leo Grebler, The School Gap: Signs of Progress, Mexican American Study Project, Advance Report No. 7 (Los Angeles, California: Graduate School of Business Administration, Division of Research, 1967), p. 7.

approach to recruitment appears to be desirable for reaching out to the Mexican American community and predominant Mexican American school districts for increasing the enrollment of low-income Mexican American students.

·Financial Aid Practice. Tuition costs for attending the private four-year colleges and universities in San Antonio for the academic year 1972-1973 were as follows:

Incarnate Work College--$38 per hour for undergraduate course

Our Lady of the Lake College--$38 per hour for undergraduate course

St. Mary's University--$46 per hour for undergraduate course

Trinity University--$2,100 per academic year for undergraduate course.

Without substantial financial assistance UNICO students who came from an average family size of six persons and an average family income of $5,131 would not have been able to afford a college education at St. Mary's University. While no data were collected on the adequacy of financial aid that students received, most students received aid from a combination of sources--based on their own economic needs--to presumably cover total educational costs for tuition, fees, books, transportation, food, clothing, housing, and other living expenses. The following is a breakdown of the sources of aid UNICO participants received:

97% received aid from at least one source

85% received aid from at least two sources

44% received aid from at least three sources

8% received aid from at least four sources.

The types of aid awarded were dependent on federal and state allocations for the Educational Opportunity Grant, National Defense Student Loan, the College Work-Study Program, the Model Cities Scholarship/Grant program administered through Project STAY, the Law Enforcement Education Program (LEEP), the Texas Equalization Grant Program, the Texas Opportunity Student Loan Program, and Veteran Program. Table 20 shows the number of students that participated in each of the sources of aid.

It seems clear that adequate financial aid is crucial for access and retention of students who have little or no family financial resources. The implications for Mexican American access to higher education are such that unless massive funds for student support are made available from federal and state governments, equitable representation will be difficult if not impossible to achieve.

·Programs and Services. The process identified for assisting economically and educationally disadvantaged students to enter and succeed at St. Mary's University include: a modified admissions policy relying on demonstrated success of previous schooling through such indicators as rank-in-high school graduating class; pre-freshman summer program offering instruction in English, math, study skills; individual and financial aid counseling; non-credit courses offered during the academic year; tutoring; and generally lower course loads during the freshmen year. These types of services are similar to the ones identified through the review of the literature. The main objective of the services is to make the students eligible for college-level courses by helping them develop specific skills which presumably they did not receive in the elementary and secondary school years.

TABLE 21

Types of Financial Aid Provided UNICO Students

Type of Aid	1	2	3	4	Total
Educational Opportunity Grant	32	0	0	0	32
National Defense Student Loan	18	20	0	0	38
College Work-Study	10	18	11	0	39
Texas Equalization Grant	2	17	12	1	32
Scholarship	1	0	1	1	3
Veteran's Aid	1	0	0	0	1
Texas Opportunity Student Loan	0	1	0	0	1
Law Enforcement Education Program	0	0	1	0	1
Model Cities Scholarship/grants	0	0	4	3	7
	64	51	29	5	154

At the end of one full academic year most of the UNICO students were found to be achieving within the general insitutional expectation of "C" work or better to remain in good academic standing. The majority of the UNICO students that responded to a mailed questionnaire indicated that UNICO services were important to them in helping them succeed at St. Mary's University during their freshmen year.

An important factor about Programs and Services at St. Mary's University is that these are highly dependent on federal funding for operation. Thus, the real effectiveness of the program depends highly on the kind of financial support students receive from the federal governmnet to accomplish program objectives that promise equitable representation and equal educational opportunities for Mexican Americans within the San Antonio community.

·Faculty and Student Support Personnel. Important to the concept of establishing a bicultural educational experience is the development of bicultural institutional resources represented by faculty, student support personnel, and the students in the client group. As the enrollment of Mexican American students increases, it would seem essential in the interests of both the students and the institution to increase the number of Mexican American faculty and administrators to develop a bicultural learning environment. Most special programs dealing with student supportive services, such as, UNICO and UPWARD BOUND, do tend to attract staff that is proportional in ethnic composition to the students they serve. However, institutional core faculty are seldom reflective of ethnic enrollment patterns and distribution.

The size of faculty at the private colleges and universities in San Antonio for 1972-1973 included 120 for Incarnate Word College, 160 or Our Lady of the Lake College, 212 for St. Mary's University, and 225 for Trinity University. While no data were collected on the actual number of Mexican American faculty and administrators found in four-year colleges and universities in San Antonio, most observers would tend to agree that the numbers are extremely small and far from being proportionately representative of the students served.

Summary

The major observation warranted by the data analyzed in this Chapter is that the existence of Project UNICO at St. Mary's University helped sixty-six students enter the institution during the academic years 1971-1973 who would not have been able to do so without help from the program. At the end of one full academic year, eighty per cent of the students were retained in good standing within an academic program.

While UNICO appears to be desirable for improving Mexican American access and retention to St. Mary's University, several shortcomings are noted in terms of achieving equitable representation and in the acceleration of efforts for equalizing educational opportunities. First, as a vehicle for attaining equitable representation of Mexican Americans at St. Mary's University, UNICO would have to be enlarged many times over to achieve proportional representation for the San Antonio student population since the program serves only 1% of the total university enrollment. Secondly, the present trend seems to follow

a path of diminished use of the Special Services concept or the continuation at a constant level at best. Thirdly, a major variable for improving Mexican American access and retention at St. Mary's University depends on the availability of federal funding. Project UNICO was federally funded under the Special Services for Disadvantaged Students Program authorized by the Higher Education Act of 1965 for a period of three years ending June, 1973. While the institution continued the practice for 1973-1974 on a modified form, the lack of federal funding substantially reduced the staff (the backbone of the practice) and other services, such as, tutoring, pre-freshmen summer program, and counseling. Institutional policy and goals would need to be reexamined in order to develop the necessary resources to substantially improve opportunities for the economically and educationally disadvantaged student to enter and succeed at the university.

The process identified for assisting UNICO students to enter and succeed at St. Mary's University include: A modified admissions policy relying on demonstrated success of previous schooling through such indicators as rank-in-high school graduating class; pre-freshmen summer program offering instruction in English, math, and study skills; individual and financial aid counseling; non-credit courses offered during the academic year; tutoring; and generally lowered course loads during the freshmen year. These types of services are similar to the ones identified through the review of the literature. The main objective of the non-credit courses is to make the student eligible for college-level courses by helping them develop specific skills which presumably they did not receive in the elementary and secondary school years.

Although "Special Services Projects are not meant to be research projects," other criteria besides the use of control groups are utilized for assessing the short-term effect of UNICO on student success at St. Mary's University. The case study analysis focuses on (a) increased eligibility of students for college-level courses over a one year period; (b) a study of grade point averages of UNICO students for one summer, fall, and spring semester in comparison with the institution's built-in criteria for success using the 2.0 "C" required in order to be considered in good academic standing; (c) extent of student participation in UNICO services; (d) first year attrition rates for the two freshmen student groups; and (e) student perception of the importance of UNICO and individual services as an indicator of programmatic adequacy for meeting their needs.

Some of the results of the case study analysis according to the criteria used are as follows:

-Of the sixty-five students that participated in the summer programs (non-credit courses) only 9 or 13 per cent were doing so by the spring semester;

-Most UNICO students are achieving within the expected range compared with the general campus freshmen population as well as showing maximum GPA's of 3.0 and 3.2 for fall and spring semesters as indicators that some students are excelling in their academic pursuits;

-Of the sixty-six students that participated at the beginning of the summer program 53 or 80 per cent of those students were persisting by the end of their freshmen year;

-There was high participation in the summer programs, individual and financial aid counseling, tutoring, and in the various specialized curriculum courses;

-82.7 per cent of the respondents felt that UNICO was important to them during their first year at St. Mary's compared with only 10.3 per cent who indicated it was not important.

-The most important services reported by the respondents were Tutoring and Individualized Counseling.

CHAPTER V

OBSERVATIONS AND RECOMMENDATIONS

This study has been addressed to the issue of equality of educational opportunity as it concerns access to higher education for members of the Mexican American community. The problem was diagnosed through the review of the literature as a case of severe underrepresentation of Mexican Americans in higher education in proportion to their population in the Southwestern United States.

A case study of three college-access programs--(1) Project STAY, a community-based Educational Talent Search program, in San Antonio, Texas, (2) UPWARD BOUND, a precollege preparatory program operating out of St. Mary's University in San Antonio, Texas, and (3) Project UNICO, a Special Services for Disadvantaged Students, also operating at St. Mary's University--was undertaken to gain a better understanding of the changes taking place and of the specific practices designed to improve college accessibility for members of this ethnic group.

Findings of this study related to the objectives stated in Chapter I are presented as a combination of central points developed in the review of the literature and conclusions of the case study analysis leading to recommendations for further study and action.

Objective: 1. To provide broad-base information about Mexican American education in an effort to expand knowledge on the kinds of changes that are needed to achieve equitable representation and equal educational opportunities for Mexican Americans in institutions of higher learning.

Through the review of the literature it was found that of 100 Mexican American students entering grade one, it is estimated that 23 enter college and five complete college. Among Anglo students the corresponding figures are 49 percent and 24 percent. Not only are Mexican American students less likely than Anglos to finish high school, but also those who graduate are much less likely to go on to college. The same general pattern found in the Southwest as a whole is found in the individual states: Anglo graduates are more likely to go on to college, while minorities are more likely than Anglos to enter some other form of post-secondary education or the military. It was also reported that minority students tend in proportionately larger numbers than "all other", to elect or be counseled into taking non-academic, vocational, and technical programs in high school.

As a prerequisite to releasing the college potential of Mexican Americans, it seems clear that some fundamental changes are needed in the elementary and secondary schooling process. It is argued that if Mexican Americans are to be successful in school, it follows that school must become for them a relevant, exciting, pleasant, and truly significant experience. An important element is the increased recognition of adapting instructional programs to diverse needs and characteristics of culturally different students. As a group, Mexican Americans tend to differ in language, culture, and economic background from other students in the mainstream of society. At the core of changes needed to improve Mexican American success in schools is the concept of "adjusting the school to fit the children" they serve. This implies that it is the responsibility

of the school and the teacher to accept the child as he comes to school and to orient the program to his cultural and linguistic needs.

It seems that some programs are being implemented to meet the specific cultural and linguistic needs of the Mexican American. However, none of the programs reviewed (including bilingual education which offers some promise of addressing the language needs of the students) reach a substantial number of students.

A basic factor for improving Mexican American access to higher education is the quality of education provided the students. Many of the factors identified in the review of the literature as related to the lack of educational opportunity for Mexican Americans tend to be found in San Antonio. In the geographic areas of San Antonio where the majority of the students are from minority groups, the teacher/student ratio , expenditures per child, and median years completed are all below city averages. It is a question among other things of improving teacher training programs, of developing effective teaching strategies, of modifying curriculum and educational programs so that all children can be reached.

In addition to the educational factor, explanations for the low enrollment of Mexican Americans in higher education tend to be related to the low socioeconomic and political status of the group within the mainstream of American society. The question of how to break a vicious cycle then becomes apparent: lack of adequate preparation for college tends to be realted to poor college enrollment; early withdrawal from school and lack of school achievement tend to be related to the low

socioeconomic status of the group, and vice versa. In order to bring about reform in education, it is generally agreed that those same social forces that hold the Mexican American in a subordinate position must help raise him to parity with other groups in the society.

> To be effective, changes in the educational system must be accompanied by changes in the political and economic sphere so that wealth and power are more equally distributed in society.[1]

Objective: 2. To examine the nature and extent of selected educational practices in San Antonio, Texas, intended to improve opportunities for economically and educationally disadvantaged students to enter and succeed in colleges and universities.

The following three programs serving predominantly Mexican American students in San Antonio, Texas, were described and analyzed as to the nature and extent of services they provided, their objectives, underlying rationales, processes, strategies, and outcomes:

> Project STAY, Inc.--a community-based Educational Talent Search Program;
>
> UPWARD BOUND--a precollege preparatory program at St. Mary's University;
>
> Project UNICO--a Special Services for Disadvantaged Students Project at St. Mary's University (1971-1973).

The three programs are federally-financed and part of a national trend of increasing opportunities for economically and educationally

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[1]Robert Brischetto and Tomas Arciniega, "Examining the Examiners: A Look at Educators' Perspective on the Chicano Student," in Chicanos and Native Americans edited by Rudolph O. de la Garza et. al. (New Jersey: Prentice-Hall, Inc., 1973), p. 42.

disadvantaged students to continue their education beyond the high school. Of the three programs Project STAY reaches the largest number of students working in four predominant Mexican American school districts in San Antonio. Both UPWARD BOUND and Project UNICO attempt to provide more intensive kind of services and work with a maximum of fifty students a year.

While all three programs operate within educational institutions, they represent a different approach from traditional institutional practices. For example, Project STAY has its offices located in the Barrio to offer students and parents convenient time and place for getting assistance in applying to colleges and universities. Other new approaches by the programs include the practice of student advocacy and an emphasis on bilingualism in counseling and guidance designed to meet the economic, cultural, and linguistic needs of Mexican American students as well as positive reinforcement of their abilities to enter and succeed in college. Both UPWARD BOUND and Project UNICO provide specialized compensatory curriculums in areas of communications (English grammar and composition), mathematics, and basic study skills. Tutoring, individual and group counseling are used as supportive measures to help students succeed in a traditional college environment. Summer programs are provided to help students "catch up" and get oriented for the college experience. Greater participation of Mexican American students, parents, and community low-income persons in the planning and implementation of these programs is emphasized.

The success of Project STAY points towards high interest among the students served in considering college as a post-secondary option.

During the school year 1970-1971 more than 3,000 students were assisted in some manner by the college access program. In the fall of 1971, reports indicate that 918 high school graduates actually entered college, an increase of 9.2% over the previous year. However, this number does not nearly represent the numbers of students who could go to college if more student financial aid were available and if more fundamental changes were incorporated in the schools particularly in preparing students with the necessary curricula for college. Other observations can be made about the project indicating that:

> between 1968-1972 there has been a significant increase in college attendance rates in the predominantly Mexican American schools where Project STAY operates. Some schools that had college attendance rates of 16 and 17 percent in 1968 increased to almost 30-40 percent in 1972. While the increase in college attendance is encouraging, it is still somewhat below the national percentage rate of almost 60 percent;
>
> more than 80 percent of students who were assisted to enter college came from families with moderate to low economic levels requiring almost total financial assistance from the college and universities that they attended;
>
> almost all of the students that gained access to college were the first ones in their families to do so;
>
> while the majority of students that go to college attend the local junior college, the availability of financial assistance made it possible for some to attend private and public 4-year colleges and universities in the state. A very small though significant minority of Mexican American students gained admission to out-of-state and nationally recognized colleges and universities, such as, Columbia, Yale, Notre Dame, Wisconsin, Stanford, and others.

Between 1969 and 1973 UPWARD BOUND at St. Mary's University has worked with a total of 122 students. Recent data reported from students indicated that during the academic year 1972-73, five former UPWARD BOUND students graduated from St. Mary's University and forty former UPWARD

BOUND students were enrolled at St. Mary's University during the academic year. A total of 103 students were actually enrolled in college by the program including placements at St. Mary's University, other UPWARD BOUND institutions, and non-UPWARD BOUND institutions.

Objective: 3. To gather data on Project UNICO for the years 1971 to 1973 and present a descriptive analysis on program services, student characteristics, as well as an analysis on student perception of the program.

The process identified for assisting UNICO students to enter and succeed at St. Mary's University include: a modified admissions policy relying on demonstrated success of previous schooling through such indicators as rank-in-high school graduating class; pre-freshmen summer program offering instruction in English, Math, and study skills; individual and financial aid counseling; non-credit courses offered during the academic year; tutoring; and generally lowered course loads during the freshman year. These type of services are similar to the ones identified through the review of the literature. The main objective of the non-credit courses are to make the students eligible for college-level courses by helping them develop specific skills in which they presumably did not receive in the elementary and secondary school years.

In comparing the UNICO students to expectations of the general admissions policy, the one factor that would have precluded their admission to St. Mary's University would have been their composite scores on the ACT exam. Tables 13 and 14 describe how UNICO students relate to the admissions policy and point out how some students excelled

in the attainment of maximum scores in all of the subject areas.

On the other hand, it appears that most students were selected on the basis of having demonstrated success in high school as evidenced by their rank in their high school graduating class. Ninety-two percent of the UNICO students graduated in the upper half of their senior class as shown on Table 15.

Although "Special Services Projects are not meant to be research projects," other criteria besides the use of control groups are utilized for assessing the short-term effect of UNICO on student success at St. Mary's University. The case study analysis focuses on (a) increased eligibility of students for college-level courses over a one year period; (b) a study of grade point averages of UNICO students for summer, fall, and spring semesters in comparison with the institution's built-in criteria for measuring success using the 2.0 (C) required in order to be considered in good academic standing; (c) extent of student participation in UNICO services; (d) first year attrition rates for the two freshmen student groups; and (e) student perception of the importance of UNICO and individual services as an indicator of programmatic adequacy for meeting their needs.

Some of the results of the case study analysis according to the criteria used are as follows:

Of the sixty-five students that participated in the summer programs (non-credit courses) only 9 (13%) were continuing by the Spring semester;

Most UNICO students are achieving within the expected range compared with the general campus freshmen population as well as showing meximum GPA's of 3.0 and 3.2 for fall and spring semesters as indicators that some students are excelling in their academic pursuits;

Of the sixty-six students that participated at the beginning of the summer programs, 53 (80%) of those students were retained by the end of their freshmen year;

Almost all of the UNICO students participated in the summer college orientation program, individual and financial aid counseling, and in the specialized curriculum. There was high participation in the tutoring component (78%), reading (83%), developmental math (80%), and English grammar and composition (82%);

82.7% of the respondents felt that UNICO was important to them during their first year at St. Mary's University compared with only 10.3% who indicated it was not important;

The most important services reported by the respondents were tutoring and individualized counseling.

Although it is difficult to ascertain definitively whether the UNICO students would have persisted in about the same way without Special Serivces, the fact remains that by virtue of its existence UNICO provided the opportunity for sixty-six students of whom ninety-five percent were Mexican American to enter St. Mary's University during the academic

years 1971-1973. These students would have been refused admission without the availability of project services. The data reported on Table 17 are indicative of the fact that the majority of the UNICO students are somewhat successful and are being retained in making progress towards an academic degree.

Observations on the Process that Exists for Improving Mexican American Access to Higher Education

The following is an attempt to combine some of the pertinent findings from the review of the literature with the description and analysis of the three college access programs to provide some reflective observations on the process that exists for improving Mexican American access to higher education, particularly in San Antonio, Texas. First, observations will be made concerning the different components related to access, such as the admissions process, student financial assistance, recruitment practices, programs and services, and faculty and student support personnel. Secondly, observations will be made concerning the short-term and long-range effect of the practices reviewed in this study.

1. Admissions Process. As mentioned before, the one factor that would have precluded the UNICO students from entering St. Mary's University was the relatively lower composite scores on the American College Testing Program (ACT) recommended by the institution in order to be considered for admission. The admissions test is basically designed to predict how students are likely to perform in college. Recognizing the basic inappropriateness of test scores as concerns most minority and

low-income students, improvement of the admission process at St. Mary's University used the following procedure. Although students were required to present test results, more emphasis was placed on students previous performances in high school as evidenced by their rank-in-high school graduating class and transcripts. Ninety-two percent of the students admitted graduated in the upper half of their class which for schools in the predominantly Mexican American school districts range between 300-800 students. When one considers that these are students that are "tops" in their class who do complete high school and who have taken academic programs in high school, the magnitude of the problem of access is shown to be even greater, since few of the vocational, technical, or non-academic high schools make any claim to preparation in general education. The vocational type schools are heavily found in the predominantly Mexican American school districts. Students who have taken academic curricula in high school are generally the ones that are encouraged to take the college entrance exams (ACT-SAT).

Other factors related to improving the admission process concern the conditions established for accepting students: (a) students are recommended to take lower course loads during their freshman year, and (b) students are expected to take advantage of Special Services offered by the UNICO program.

The fact that most UNICO students are persevering at the end of their freshman year in spite of their relatively lower ACT test scores should encourage the institution to continue and expand this practice as one that is more equitable to Mexican American students. It should be

mentioned that this practice is not new and is practiced in colleges and universities throughout the United States as discussed in the review of the literature. The case for use of criteria other than rigid adherence to standardized test scores as a major factor in admitting students to four-year colleges has been made many times in recent years. More humanistic approaches are recommended as a means of enhancing opportunities for Mexican American students to enter selective institutions.[2]

The major challenge for St. Mary's and other selective institutions is to adapt to an increasingly heterogenous student body in terms of social, ethnic, economic, and cultural background. The crucial fact to remember in providing access to a diversified student body is that outcome counts. The quality of a university's graduates should be important, not the exclusivity of its admissions requirements. By the

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[2]Project "Puerta Abierta" a Bilingual, Bicultural Program of Elementary Teacher Education - Department of Education, Our Lady of the Lake College, San Antonio, Texas (1971) (unpublished paper) reported the following findings: "The correlation between the College Entrance Examination Board Scores and the grade point average was not significantly different from zero for each of the two years of the project for which data are available. In other words, the College Board test was no better than chance as a predictor of academic success for this segment of the population. Research on the application of ten variables as a predictor of academic success was made. The most significant contributors to the prediction analysis were the motivational ratings obtained by the application of the admission criteria which have been established for the project. These were judgmental evaluations based on the careful application of these criteria, but these ratings had a much higher predictive value than the College Board score."

A. W. Astin, "The Folklore of Selectivity," Saturday Review, (December 20, 1969), also reports low-level correlations between SAT scores and success in completing work for the baccalaurate.

act of admitting its students the university must acknowledge its part in a reciprocal responsibility. It must acknowledge that if a student is willing to commit adequate time, effort, and dedication, the university assumes responsibility to provide resources which a student needs to reach the demanding level of a university degree.

2. Student Financial Assistance. In view of the low socioeconomic status of most Mexican Americans, it seems fairly obvious that their enrollment in higher educational institutions, particularly at a private institution will not increase to the point of parity unless and until massive funds for student support are made available. As with most private colleges and universities, St. Mary's depends on tuition for the bulk of its operating costs. The institution has little or no scholarship money to offer students. Consequently, the kind of student financial support available at St. Mary's is dependent highly on federal and state funding programs including the Educational Opportunity Grant Program, college work-study, the National Defense Student Loan, Texas Equalization Grant Program, and the Texas Opportunity Student Loan Program. Financial Aid packages for students generally consist of a combination of grant, loan, and work-study. It is inconceivable that enough low-income students would be encouraged to attend a private institution if loan money were the only source of aid or if work-study was the only source available.

While no data were collected on the adequacy of student aid to meet total educational costs--tuition, fees, room, board, books, school supplies, clothing, transportation, personal needs, and some spending

money--most UNICO students were receiving aid from at least one source and some from as many as four as indicated by the following:

97% received aid from at least one source;

85% received aid from at least two sources;

44% received aid from at least three sources;

8% received aid from at least four sources.

The analysis of the Census data show that the younger generation of Mexican Americans is going to school longer and there is strong indication that their enrollment in higher educational institutions will also increase steadily. Firsthand observations in the encouragement of students to continue their education beyond high school points toward a definite shortage in student financial aid as a major factor holding down many students from considering college as an option.

A major recommendation is that adequate financial aid is crucial for access and retention of students who have little or no family financial resources. To admit low-income students into colleges and universities without providing them with adequate financial aid would create additional frustration that would make academic success impossible. The implications for Mexican American access to higher education are such that unless massive funds for student support are made available from federal and state governments, equitable representation will be difficult if not impossible to achieve in the foreseeable future.

3. Recruitment. Traditional recruitment practices of private four-year colleges and universities tended to focus on the better private and public secondary schools in high income areas where very few Mexican

Americans would be in attendance. Guidance counselors at the predominant Mexican American schools rarely took the initiative to recommend their students, feeling it would be a futile exercise and as one counselor commented to this investigator while at Project STAY "it will only raise hopes and expectations; if you encourage them to attend college and if they fail , they will only be more frustrated." This type of attitude among counselors and the practice of only encouraging the upper 10% to continue their education beyond the high school did affect low college enrollments among Mexican American students. Scholarship aid was considered the only noble kind of aid to offer students. Scholarship aid hardly ever covers a significant portion of what it costs to go to college. Scholarship aid is only available to very few students who have distinguished themselves academically. This means that in the predominantly Mexican American schools the upper 5-10 percent of the bright and poor would get the opportunity to continue their education beyond the high school. The problem was that the bulk of the student body would hardly be encouraged to think about the possibility of going to college.

Two factors have brought about some changes in recruitment practices that appear to improve the process for more Mexican American students to go to college: First, the development of student financial aid programs based on family need including grants, loans, and work-study programs have made it possible for the "C" student to consider college as a possibility. Secondly, the development of both Talent Search and UPWARD BOUND programs appear to have contributed to some behavioral changes in counseling practices which encourage students to consider college as an option. Some of their new approaches include the

practice of advocacy and an emphasis on bilingualism in counseling and guidance designed to meet the economic, cultural, and linguistic needs of Mexican American students as well as positive reinforcement of their abilities to enter and succeed in college. Specific structured activities were designed to help students with the procedure for applying to college admission and financial aid.

In general, the new recruitment practice is characterized as advantageous for the Mexican American student when the guidance counselor performs an active helping role. The counselor takes actions in behalf of the student. The counselor is knowledgeable about financial aid programs and the procedures for obtaining such aid. The counselor is knowledgeable about minority recruitment programs. The counselor is interested and capable of relating to Mexican American students, parents, and community. In summary, it is recommended that counselor training programs focus on training counselors to play active roles, to be student advocates, and to develop their knowledge and skills to enable them to assist students to gain admission to colleges and universities of their choice.

4. Programs and Services. It was found that the type of programs reviewed for the case study are little or no different than those identified through the review of the literature directed at the economically and educationally disadvantaged in colleges and universities throughout the United States. Through the use of pre-college preparatory summer programs, remedial and non-credit courses in English, math, and study skills both UPWARD BOUND and Special Services are designed to equip

students with skills and knowledge that the elementary and secondary schools apparently have failed to do. Additionally, students are provided support through a specialized staff offering counselling, tutoring, and encouragement for students to enter, remain, and succeed in college.

While the practice of UNICO appears to be desirable for improving Mexican American access and retention to St. Mary's University, several important shortcomings are noted in terms of achieving equitable representation and in the acceleration of efforts for equalizing educational opportunities. First, as a vehicle for attaining equitable representation of Mexican Americans at St. Mary's University, UNICO would have to be enlarged many times over for a proportion to the San Antonio student population since the program serves only 1% of the total university enrollment. Secondly, the present trend seems to follow a path of diminished use of the Special Services concept or the continuation at a constant level at best. Thirdly, a major variable for improving Mexican American access and retention at St. Mary's University depends on the availability of federal funding. Project UNICO was federally funded under the Special Services for Disadvantaged Students Program authorized by the Higher Education Act of 1965 for a period of three years ending June, 1973. While the institution continued the practice for 1973-1974 on a modified form, the lack of federal funding substantially reduced the staff and other services, such as tutoring, pre-freshmen summer program, and counseling.

A recommendation for the institution would be to reexamine its policy and goals in relation to the economically and educationally

disadvantaged student and to direct its efforts in mobilizing necessary resources from all levels of government and private foundations to provide UNICO-type students an equal opportunity to enter and succeed. The University should also lead in its teaching activities. It should search for more effective and pertinent curricula to help students develop their understanding, knowledge and insights, their critical faculties and their creative powers. Finally, the University should strive to achieve a lead role in developing and serving as an example to other institutions ways of providing educational opportunities for Mexican Americans and other underrepresented student populations of the community.

5. Faculty and Student Support Personnel. Throughout this study there has been some implications about the effect of self-fulfilling prophecies and low expectations and their effect on poor school performances among Mexican Americans in schools. The interaction between school administrators, teachers, counselors and students, parents, and members of the Mexican American community is a major factor important to student success in learning the skills and knowledge that will allow them to be better prepared to enter and succeed in college on an equal basis with other groups in the society.

It has been suggested that teachers who assume that their students cannot learn are likely to have a class of children that are indeed unlikely to learn; yet another teacher with the same class but with different expectations may discover that she has a class of interested learners.

Teachers that direct questions to Mexican Americans much less often than they do to Anglo students will probably find that Mexican American children speak significantly less in the classroom than Anglo children.

Counselors that do not believe that their students can make it in college will probably have students that will not consider college as a possibility. Such attitudes result in counselors making decisions for students rather than providing students with the necessary information and assistance for intelligent decision-mkaing on postsecondary options.

Important to the concept of establishing a bicultural educational experience is the development of bicultural institutional resources represented by its faculty, student support personnel, and the kinds of students they are designed to serve. As the enrollment of Mexican American students increases, it would seem extremely essential for both the students and the institution to increase the number of Mexican American faculty and administrators to develop a bicultural learning environment. Most special programs dealing with student supportive services, such as UNICO and UPWARD BOUND do tend to attract staff that share similar ethnic backgrounds with the students they are designed to serve. However, institutional core faculty are seldom reflective of ethnic enrollment patterns and distribution.

Short-term and Long-range Effects of Practices Reviewed

The results on outcomes for the three programs reviewed prompts optimism on changes in processes that help Mexican American students enter

and succeed in college. Talent Search reports high interest in the predominant Mexican American school districts of students actually making applications for college admission and financial aid. Most of the students going to college are the first ones in their families to do so. This probably accounts for the fact that the younger generation of the Mexican American population is going to school longer. Many are enrolling in the public two-year college as reported by Project STAY and as was found by the College Entrance Examination Board's survey on Mexican American Access to Higher Education. A significant few from the predominant Mexican American school districts are being recruited by prestigious and highly selective institutions from the East and the West and throughout the United States.

UPWARD BOUND has established a good record with the number of students that they work with in placing them in St. Mary's and other institutions. Students are investing time during summers, weekends, and work-study programs to better prepare themselves to enter and succeed in college.

In some cases, the achievements of students are simply the result of the opportunity that these programs provided them for college study. In other cases, the supportive and specialized curriculum apparently did help as evidenced by the high response to the questionnaire that UNICO was important to them during their first year at St. Mary's. Additionally, a study on grade point averages for summer, fall, and spring semesters reveals that eighty percent of the UNICO students are being retained in making progress towards an academic degree. These

students would not have been able to do so without the existence of the program.

As innovations, the three programs show promise of doing on a small scale what traditional institutions should have been doing all along. For planning purposes, institutions of higher learning should note that there is a steady increase of Mexican Americans seeking a college education. Increased institutional adaptability and flexibility to the needs of members of this ethnic group is necessary to realize their commitment in bringing about social change.

Optimism of the apparent short-term success of the three programs is tempered by other observations. The obligation for providing higher educational opportunities for San Antonio residents is passed on to the private sector. The University of Texas in San Antonio is not expected to open its doors to undergraduates until fall, 1975. The issue of equitable representation for specific ethnic groups in higher education would be more appropriately addressed to the public sector. Although St. Mary's appears to be committed to the principle of equal educational opportunities as evidenced by its Special Services and UPWARD BOUND programs, an important factor about programs and services is that these are highly dependent on federal funding for operation. Thus, the long-range effectiveness of the programs depend highly on the kind of financial support they receive from the federal government to accomplish program objectives that promise equitable representation and equal educational opportunities for Mexican Americans within the San Antonio community.

It is important to point out that the number of students actually served by the UNICO program between 1971-1973 make up about 1% of the total St. Mary's enrollment. This means that to use the program of Special Services as a vehicle for equitable representation of Mexican Americans at that institution, the program would have to be enlarged many times over.

The reality of the problem today is that Project UNICO is no longer in existence at St. Mary's. The project was federally-funded under the Special Services for Disadvantaged Students program authorized by the Higher Education Act of 1965 for a period of three years ending June, 1973. While the institution continued the practice for 1973-1974 on a modified basis, the lack of federal funding substantially reduced the staff and other services, such as tutoring, pre-freshmen summer program, and counseling. The lack of federal funding to support a Special Services program and the financial crisis of private institutions today, are not likely to drastically change opportunities for the economically and educationally disadvantaged student to enter and succeed at St. Mary's. Hopefully, "the candle will not be allowed to burn out."

Recommendations--Schools and Universities

1. In the case of this study, programs such as Talent Search, UPWARD BOUND, and Special Services operating in San Antonio, Texas, were found to be successful in helping Mexican American students enter and succeed in college. It is strongly recommended that practices

such as these that are successful with students be incorporated and expanded into the educational system.

2. In order to bring about improvement of Mexican American access to higher education, there must be a recognition of the reality of underrepresentation. The problem is complex and there are many interlocking social, economic, and political forces affecting educational results and must be changed. Although there are no panaceas in bringing about solutions to the problems of underrepresentation, educators cannot afford to be apathetic, defensive, or inactive toward the needs of those that are not served well by our present educational systems. Jenck's study Inequality should not be used as a scapegoat for facing up to the pressing educational needs of Mexican Americans in schools and universities. Nothing less than a total commitment on the part of educational institutions to commit their resources, to seek additional resources from government and private foundations and businesses, and a willingness to change and seek solutions to the inequalities of opportunities and the inequalities of results is advocated by this study.

3. Nothing less than the development of effective learning environments for all students will provide equality of educational opportunity. It is strongly recommended that educational institutions recognize that certain practices and procedures have not worked well for certain students and must be changed. To continue to operate on the assumption that solutions have been found is to continue to exclude certain populations from obtaining an adequate education.

Several ideas emerged through the review of the literature which show promise of bringing about desirable educational changes for the 1970's and the decades to come. The following are suggested as "lead off" ideas for institutional self-analysis and modifications for developing the ideal institutional bicultural learning environments. Many of these ideas or practices are found in the review of the literature.

1. Diversity is viewed as a source of strength.

2. Encourage inter-face communication across class, racial, and ethnic lines.

3. Incorporate what the Mexican American community has to offer in planned learning experiences for all youngsters.

4. Improve interaction processes between administrators, faculty, counselors and students, parents, and community.

5. Joint involvement of school, community, and Mexican American leaders is important both from the standpoint all can provide and to achieve the required receptivity and commitment from all concerned.

6. Changes in teaching techniques, school organization, curriculum, and teachers' behavior toward Mexican Americans need to be undertaken.

7. Teacher training must concern itself with the problems of attitudes, expectations, and interactions.

8. There is a need to teach the student as well as the subject. Studies should be made on the effectiveness of various teaching strategies and their impact on learning styles for Mexican Americans.

9. Active parent involvement.

10. Spanish as a second language for teachers.

11. Bicultural staff who are knowledgeably prepared to teach students in their (a) preferred mode of communication, (b) preferred mode of relating, (c) preferred mode of obtaining support, acceptance, and recognition, and (d) preferred mode of thinking, perceiving, remembering, and problem-solving.

12. An examination of lecturing and alternatives to lecturing method should be investigated. Personalized and behaviorist approaches to teaching, the use of discussion groups, and humanistic approaches to regarding all students should be investigated.

13. Educational approaches which assist Mexican Americans to become more effective "copers" are seen as positive. (See Figure 11, Classification of Educational Approaches to the the Education of the Mexican American According to Causes and Consequences of Mexican American Student Background.)

Figure 11**

CLASSIFICATION OF EDUCATIONAL APPROACHES TO THE EDUCATION OF THE MEXICAN AMERICAN ACCORDING TO CAUSES AND CONSEQUENCES OF MEXICAN AMERICAN STUDENT BACKGROUND[5]

Consequences of Mexican American Group Membership and Life Style are Chiefly:

Causes of Mexican American Life Styles are chiefly:

	POSITIVE	NEGATIVE
INTERNAL	View: Mexican American group membership viewed as "Noble Poor." Cultural life styles are to be promoted, enhanced and glorified. Mexican American cultural allegiance group furnishes direction toward a satisfying life. Goals: Promotion, enhancement, glorification of Mexican American cultural traditions, folkways, norms, and social practices. Educ. Approach: Separatist strategies designed to secure control of the education of the Mexican American. Only Mexican Americans can shape valid educational programs for Mexican Americans. Educational programs will emphasize the Spanish language, cultural awareness, and the historical tradition of the Mexican American. Example: Corky Gonzalez School for Chicanos, Colegio Jacinto Treviño in San Antonio, Denver; Free School in various cities such as El Paso (Jones), Berkeley; schools are organized to replace the need for public schools.	View: Mexican American group membership viewed as "pathological." Cultural life styles constitute the source of the student's problems in school. Deficiencies are perpetuated along generational lines via the cultural allegiance group. Goals: Elimination of the cultural deficiencies brought by the Mexican American student. Inculcation of middle-class values of the majority culture is the principal aim of education for all Mexican Americans in order to succeed. Educ. Approach: Compensatory-education programs designed to overcome cultural deprivation. Cultural background is viewed as handicap. Example: The majority of public school programs aimed at the Mexican American target population are based on the compensatory model. Even most bilingual-education/English-as-a-2nd-language programs are designed to "bridge" the child's background only to enable him to "overcome" it so that he can become proficient in English more efficiently.
EXTERNAL	View: Mexican American group membership and participation viewed as functional adaptations to external constraints which makes "copers" of Mexican Americans. Life styles are functionally adaptive results of the majority-minority power game imposed by the larger society. Goals: Assist the Mexican American to cope more effectively. Educ. Approach: Educational programs must concentrate on: (1) providing students with authentic basic knowledge, educational skills, career training, counseling as well as political skills about the institutional system he is faced with, and (2) promoting consonant institutional changes which are necessary in order to improve the general opportunity structure for Mexican Americans in the larger society. Biculturalism should be promoted for all, not just for the "culturally different." Example: Bicultural educational programs which promote equal-status approaches for both cultures. Edgewood School District in San Antonio comes the closest.	View: Mexican American group membership and participation viewed as a negative result of internal colonialistic conditions imposed on the "oppressed" Mexican American. Present Mexican American cultural life styles are only pallid reflections of once strong and virile society which has been broken and forced to change. Goals: Complete restructuring of the educational system as it presently exists is the only real solution to the educational problems faced by the Mexican American. Educ. Approach: Since the present educational structure is considered an integral part of the total societal system responsible for the oppression of the Mexican American, takeover and control of the present system is a necessary first step. Once accomplished, only then can the building of school programs designed to liberate and free the people truly take place. Example: None in effect but numerous proposals can be found in the militant literature of the Brown Berets, MAYO, Black Berets, etc.

[5] Tomas Arciniega's classification scheme is adapted from R. Brischetto's, "Typology of Social Scientists Views of Minority Life Styles." Unpublished paper, March 1971.

**Source: Tomas Arciniega "The Ethnocentric Response of Public Education to the Chicano: Implications for School Adminstrators" in Adelante: An Emerging Design for Mexican American Education, The University of Texas at Austin, 1972, p. IX-7a.

> The technology of tomorrow requires not millions of lightly lettered men, ready to work in unison at endlessly repetitious jobs, it requires not men who take orders in unblinking fashion, aware that the price of bread is mechanical submission to authority, but men who can make critical judgments, who can weave their way through novel environments, who are quick to spot new relationships in the rapidly changing reality. It requires men who, in C. P. Snow's compelling term, 'have the future in their bones.'
>
> For education the lesson is clear: Its prime objective must be to increase the individual's "cope-ability"--the speed and economy with which he can adapt to continual change. And the faster the rate of change, the more attention must be devoted to discerning the pattern of future events.[3]

4. English and Spanish are utilized at all levels of instruction, with the specific intent to develop functional proficiency in both languages.

Recommendations--The Public Two-year College

It seems that public two-year colleges will continue to enroll the majority of Mexican Americans and will most likely continue to be the fastest growing type of institution. If the public two-year college is the pivotal access institution then studies relating to transfer students from the public two-year college to senior colleges are necessary to assure that the two-year college does not become a revolving door, or a terminal program.

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[3]Alvin Toffler, Future Shock, (New York: Random House, 1970), pp. 356-357.

Recommendations--The Public Four-year Institution

The opening of the University of Texas at San Antonio would be a perfect opportunity for exploring its accessibility to the Mexican American community. Some obvious points have already been mentioned in the course of this study towards the "characteristic restraints" the university will have by virtue of its location. Nevertheless, a study on access for the Mexican American should be done by the institution including some of the access components used in this study, such as the admissions process, student financial assistance, transportation, recruitment practice, programs and services, and faculty and student support personnel.

Recommendations--Talent Search, UPWARD BOUND, Special Services

Evaluation and Follow-up Studies. In bringing about institutional change, special program leadership is encouraged to maintain some evaluative mechanisms, both for internal decision-making and program direction, as well as to show institutional leadership and federal offices justification for maintaining and expanding program ability to work with students. At the very least, it is suggested that evaluation of new programs should include a precise description of the newly introduced practices, of the specific conditions under which they are initiated, and of the populations to whom they are applied; the collection and analysis of data appropriate to the measures identified. There is need to find out why some practices work and why others do not. What helps what youngsters and under what conditions. Although programs such as UNICO are not

allowed to be research projects, other criteria besides the use of control groups can be utilized to assess the short-term impact of specific guidance and instructional strategies. Student feedback through questionnaires such as the one used in this study would seem to be appropriate to test the program usefulness to them. The use of pre- and post-testing in attempting to measure growth for basic skills is a desirable practice.

It would seem that if a student is willing to invest time, energy, and money to develop his skills through special program instruction that ways should be sought to credit these courses toward graduation. None of the specialized curricula courses offered through UNICO received high importance and the fact that the courses are non-credit may be the reason why.

The final test of the efficacy of higher education for Mexican Americans will ultimately be determined through follow-up studies on students that complete their baccalaurate degree to see what kinds of opportunities are available to them once they have the B.A. credential.

Recommendations--State and Local Government

> To provide equality of opportunity, school programs and all levels of government must take into account the economic, social, ethnic, and cultural characteristics of the child's family, neighborhood, and community and provide relevant resources and attention for children from disadvantaged backgrounds.

In December, 1971, the federal District Court in San Antonio ruled unconstitutional the method of financing public schools in Texas. In Rodriquez v. San Antonio Independent School District et. al., the Court said:

> ...the current system of financing public education in Texas discriminates on the basis of wealth by permitting citizens of affluent districts to provide a higher quality education for their children, while paying lower taxes, (and) this court concludes... that the plaintiffs have been denied equal protection of the laws under the fourteenth Amendment to the United States Constitution by the operation and the sections of the Education Code relating to the financing of education, including the Minimum Foundation Program.
>
> Now it is incumbent upon the defendents and the Texas Legislature to determine what new form of financing should be utilized to support public education. The selection may be made from a wide variety of financing plans so long as the program adopted does not make the quality of public education a function of wealth other than the wealth of the state as a whole.

A two-year delay was granted by the court to afford the defendants (State Commissioner and Board of Education, State Attorney General, San Antonio Independent School District) and the Legislature an opportunity to take all steps reasonably feasible to make the school system comply with the applicable laws.

It is hoped that the State Legislature will address itself to the Rodriguez decision without further delays.

Recommendations--U. S. Office of Education

The agenda for changing institutions is a major task. Many programs are not supported adequately to be effective at this level. Special programs tend to be viewed as appendages to the institution(s) and expendable whenever federal funding expires. In many cases there are high political resistance both from within and outside the educational institutions. Program managers are expected to show impeccable results at great odds and within relatively short funding periods. Ironically, educational institutions have not been as seriously scrutinized or held accountable in the same respect.

It is recommended that college access programs that are funded and are found to be successful should be continued for as long as necessary to achieve equitable opportunities to higher education. Provisions should be made for a continuing (longitudinal) appraisal of students' academic performance and status after leaving higher education.

An important area that has been neglected heretofore has been the development of training for change agents in education. Since most of the college access programs have as one of their objectives the hastening of institutional change responsive to the needs of the students they serve, program staffs should be provided with necessary support from the U. S. Office of Education both in terms of adequate funding and in the development of training programs for change agents. Training on the areas of change for persons in the field is recommended.

Recommendations for Further Study and Research

As a recapitulation of one of the delimitations of the study, there are many areas which need to be researched and which can influence directly or indirectly the Mexican American chances for successfully entering and completing a program in higher education. The following are some suggested issues that need to be further explored:

A. There is a need to examine differences in types of schools available to the Mexican American population. Specifically, the relationship between vocational-type schools and the academic schools may show that vocational schools do not offer the kind of curricula and encouragement for the Mexican American students to consider college a reality.

B. There needs to be a study on the kind of coordination that exists between secondary schools and colleges; and between two-year colleges and four-year colleges.

C. There needs to be systematic examination of teaching improvement strategies and methodology that are successful with Mexican American students.

D. There needs to be an examination on the appropriateness of the curriculum to Mexican American children. To what extent do present practices incorporate the contributions of Mexican Americans in textbooks? The history and heritage of Mexican Americans? The language the Mexican

American student brings with him to the classroom? More important, to what extent are students rewarded for knowing two languages? To what extent are teachers, counselors, administrators, college faculty, etc. threatened for not being able to communicate in Spanish and therefore promote repressive measures of "learn English only" attitudes?

E. To what extent are Mexican American students rewarded at the college entry point for knowing two languages?

F. Many educators make reference today to individualization of instruction as a means for meeting the learning styles of all students. Is it possible to individualize instruction with a teacher/student ratio of 1/27?

G. Very few, if any, schools and universities are organized to promote bicultural education. It is suggested that bicultural education would be ideal to bring about better understanding between different groups in the society, but very few educational institutions are organized to promote such learning environments. Educators must encourage institutions to do so. Institutions that are willing to experiment with bicultural education should be provided with large grants and should be studied over long periods of time.

H. What is the impact of education on student attitudes, self-concepts, and sense of control over their lives?

I. What kind of faculty attitudes exist at the college level that encourage Mexican American academic success or failure?

There are many other factors too numerous to be listed that need systematic attention by educators to facilitate and promote healthy learning environments for all students.

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APPENDICES

APPENDIX A

INFORMATION ON STUDENTS PARTICIPATING IN PROJECT UNICO'S SUMMER '71 PROGRAM AND ACADEMIC YEAR 1971-1972

1. Student Code No. _____ 2. Sex ( )Male ( )Female

3. Age _____ 4. Ethnic Background
___Mexican American
___Black
___Anglo
___Other

5. Family Income _____
Number in Family _____
Financial Aid Received _____

6. Rank in High School Graduating Class:

___1st Quartile ___3rd Quartile

___2nd Quartile ___rth Quartile

Other Description _____

7. ACT Exam:

_____English _____Social Studies

_____Math _____Natural Science

_____Composite Score

8. Number of Units (credit hours) attempted for:

Summer, 1971 _____ Completed _____ GPA _____

Fall, 1971 _____ Completed _____ GPA _____

Spring, 1972 _____ Completed _____ GPA _____

9. Description of Project UNICO's Services:

( ) Summer College Orientation ( ) Financial Aid Counseling

( ) Tutoring ( ) V. A. Support

( ) Transportation ( ) Health Services

( ) Individual Counseling (x) Cultural/Media Resource Center available to all student participants

( ) Enrolled in Project UNICO's Special Curriculum: (check all that apply)

____Reading

____Basic Study Skills

____Developmental Math

____English Grammar & Composition

____Other

10. Student referred to Project UNICO by: _____

APPENDIX B

INFORMATION ON STUDENTS PARTICIPATING IN PROJECT UNICO'S SUMMER '72 PROGRAM AND ACADEMIC YEAR 1972-1973

1. Student Code No. _____ 2. Sex ( )Male ( )Female

3. Age _____ 4. Ethnic Background
___Mexican American
___Black
___Anglo
___Other

5. Family Income _____
Number in Family _____
Financial Aid Received _____

6. Rank in High School Graduating Class:

___1st Quartile ___3rd Quartile

___2nd Quartile ___4th Quartile

Other Description _____

7. ACT Exam:

_____English _____Social Studies

_____Math _____Natural Science

_____Composite Score

8. Number of Units (credit hours) attempted for:

Summer, 1972 _____ Completed _____ GPA _____

Fall, 1972 _____ Completed _____ GPA _____

Spring, 1973 _____ Completed _____ GPA _____

9. Description of Project UNICO's Services:

( ) Summer College Orientation
( ) Financial Aid Counseling
( ) Tutoring
( ) V. A. Support
( ) Transportation
( ) Health Services
( ) Individual Counseling
(X) Cultural/Media Resource Center available to all student participants

( ) Enrolled in Project UNICO's Special Curriculum: (check all that apply)

____Reading

____Basic Study Skills

____Developmental Math

____English Grammar & Composition

____Other

10. Student referred to Project UNICO by: _____

Appendix C

DON'T FORGET

This is just a reminder to return the Project UNICO student feedback questionaire. Please disregard if you have already done so.

THANK YOU.

To students that have participated in one or several services provided by Project UNICO at St. Mary's University:

Because your success at St. Mary's University is of extreme importance, we are asking for your cooperation in completing the attached questionnaire. The information that you provide will help us to evaluate the services offered by Project UNICO.

In order that this questionnaire remains confidential, please DO NOT WRITE YOUR NAME on this questionnaire or in the envelope provided.

Please return this questionnaire in the enclosed stamped envelope as soon as possible.

THANK YOU.

Project UNICO
St. Mary's University
San Antonio, Texas

S T U D E N T F E E D B A C K

This questionnaire is designed to provide the student an opportunity to respond how they view the importance of services rendered by Project UNICO during their first year at St. Mary's University.

Please rate each item according to the following scale:

1-Not important
2-Somewhat important
3-Neutral or does not apply
4-Important
5-Very important

1. How would you rate the importance of Project UNICO to you during your first year at St. Mary's University? (circle one)

   1. Not important 2. 3. 4. 5. Very Important

2. How would you rate the effectiveness of the following Project UNICO's services relating to your college experience at St. Mary's University?

   a. SUMMER COLLEGE ORIENTATION (circle one)

      1. Not important 2. 3. 4. 5. Very important

   b. TUTORING (circle one)

      1. Not important 2. 3. 4. 5. Very important

   c. INDIVIDUAL COUNSELING (circle one)

      1. Not important 2. 3. 4. 5. Very important

   d. TRANSPORTATION (circle one)

      1. Not important 2. 3. 4. 5. Very important

   e. FINANCIAL AID COUNSELING (circle one)

      1. Not important 2. 3. 4. 5. Very important

f. VETERAN'S SUPPORT (circle one)

1. Not important 2. 3. 4. 5. Very important

g. CULTURAL/MEDIA RESOURCE CENTER (circle one)

1. Not important 2. 3. 4. 5. Very important

h. READING COURSE (circle one)

1. Not important 2. 3. 4. 5. Very important

i. BASIC STUDY SKILLS COURSE (circle one)

1. Not important 2. 3. 4. 5. Very important

j. DEVELOPMENTAL MATH COURSE (circle one)

1. Not important 2. 3. 4. 5. Very important

k. ENGLISH GRAMMAR AND COMPOSITION COURSE (circle one)

1. Not important 2. 3. 4. 5. Very important

3. Of the Project UNICO services listed in a - k, which do you feel is the <u>most</u> important?

4. Of the Project UNICO services listed in a - k, which do you feel is the <u>least</u> important?

5. What additional services do you think should have been offered or should be offered to make your college experience successful at St. Mary's University?

6. Please indicate your first academic year at St. Mary's University.

( ) 1971-1972

( ) 1972-1973

7. Additional comments.

Appendix D

Table 1. The total population of Southwestern colleges and the constitution of the original sample and actual respondents**

	All Colleges*	Sample Ratio	Original Sample	Actual Respondents	% of Original Sample	% of Actual Respondents
Arizona						
Public 2-year	11	1.00	11	9	6%	6%
Public 4-year	3	1.00	3	3	2	2
Private	2	1.00	2	1	1	1
California						
Public 2-year	92	0.33	30	26	16	17
Public 4-year	28	1.00	28	22	15	14
Private	60	0.33	20	12	11	8
Colorado						
Public 2-year	14	1.00	14	12	7	8
Public 4-year	9	1.00	9	7	5	5
Private	5	1.00	5	5	3	3

New Mexico						
Public 2-year	7	1.00	7	4	4	3
Public 4-year	6	1.00	6	5	3	3
Private	2	1.00	2	2	1	1
Texas						
Public 2-year	46	0.33	15	12	8	8
Public 4-year	22	1.00	22	22	12	14
Private	47	0.33	15	11	8	7
Total	354		189	153	102	100

*A few specialized institutions were not included

**Source: Access to College for Mexican Americans in the Southwest, Higher Education Surveys Report No. 6, College Entrance Examination Board, July, 1972.

Table 2. Population characteristics of five Southwestern states, 1970 (data in thousands) **

	Total Population			Counties with at least 50,000 Spanish Americans			
	All 1	Spanish American* 2	% Spanish American 3	All 4	Spanish American 5	% Spanish American 6	Colu... 5 ÷ 2
Arizona	1,771	333	19%	1,319	224	17%	67%
California	19,957	3,101	16	17,213	2,747	16	89
Colorado	2,207	283	13	515	86	17	31
New Mexico	1,016	407	40	316	124	39	30
Texas	11,195	2,048	18	4,891	1,271	26	62
Southwest	36,146	6,172	17	24,254	4,452	18	72

* Spanish American refers to those whom the U. S. Census Bureau categorized under "Spanish origin and/or language."

' Data are taken from the U. S. Census Bureau publications, General Social and Economic Characteristics, that are developed for each state.

**Source: Access to College for Mexican Americans in the Southwest, Higher Education Surveys Report No. 6, College Entrance Examination Board, July, 1972.

Table 3. Estimates of the total undergraduate enrollment (in thousands) in Southwestern colleges in Fall 1970 and Fall 1971 with expectations for Fall 1972--by state and college type**

	Fall 1970			Fall 1971			Fall 1972		
	All	Mexican American	% Mexican American*	All	Mexican American	% Mexican American*	All	Mexican American	% Mexican American*
State									
Arizona	74	5	7%	79	6	7%	84	7	8%
California	787	65	8	839	78	9	917	89	10
Colorado	84	4	5	87	5	5	88	6	6
New Mexico	33	7	21	36	8	22	39	9	24
Texas	340	44	13	374	48	13	398	53	13
College Type									
Public 2-year	569	78	14%	617	88	14%	683	100	15%
Public 4-year	610	35	6	651	41	6	687	48	7
Private	140	13	9	147	15	10	154	15	10
All Colleges	1,319	126	10%	1,414	144	10%	1,524	163	11%

* Percentage calculated before rounding

**Source: Access to College for Mexican Americans in the Southwest, Higher Education Surveys Report No. 6, College Entrance Examination Board, July, 1972.

Table 4. Estimates of the total number of new freshmen (in thousands) entering Southwestern colleges in Fall 1970 and Fall 1971 with expectations for Fall 1972--by state and college type**

	Fall 1970			Fall 1971			Fall 1972		
	All	Mexican American	% Mexican American*	All	Mexican American	% Mexican American*	All	Mexican American	% Mexican American*
State									
Arizona	36	3	10%	37	4	10%	38	4	11%
California	288	33	12	311	41	13	333	46	14
Colorado	27	2	7	27	2	7	28	2	8
New Mexico	7	2	26	10	3	25	10	3	30
Texas	106	21	19	111	21	19	118	24	20
College Type									
Public 2-year	290	46	16%	313	53	17%	339	59	17%
Public 4-year	131	11	8	140	12	9	143	15	11
Private	43	5	11	43	5	11	46	5	11
All Colleges	464	61	13%	496	70	14%	527	79	15%

* Percentage calculated before rounding

**Source: Access to College for Mexican Americans in the Southwest, Higher Education Surveys Report No. 6, College Entrance Examination Board, July, 1972.

Appendix E

IS PROJECT STAY?

ect: STAY is an Educational Talent
ch Program funded by the U.S. Office
ducation under the auspices of the
er Education Act of 1965.

purpose of STAY is to work with
y graduates in an effort to encourage
to attend college. While encourag-
college attendance, Project. STAY
s youth to find sources of scholar-
and other financial aid or grants to
le students to attend colleges or uni-
ties of their choice.

CAN PROJECT STAY
IE?

nd of help that Project: STAY can
ou depends largely on your parti-
tuation.

want to go to college but are not
hat to study, Project: STAY can
some conferences with persons in
professions so that you may get
lea of what is available.

grades are average and you are
uation where you cannot afford to
ollege, Project: STAY will assist
applying for a Grant, Loan, or a
work-study program.

know what you want to study and
ery good grades, Project: STAY
to locate a scholarship for you
some college or private source.

EDUCATIONAL TALENT SEARCH

PROJECT STAY INC.

DOES PROJECT STAY KEEP ?

Project: STAY will try to help anyo
who contacts them. However, the Proj
was funded mainly to help graduates fr
ten poverty area high schools. If we c
not help you directly, we will refer yo
other projects that may be of help.

DOES PROJECT STAY HAVE MON
TO LEND OR GRANT STUDENTS ?

No. Project: STAY does not have mo
to lend or grant students. Its primary f
tion is to try to find sources of finan
aid for students.

WILL PROJECT STAY HELP ME IF
WANT TO GO TO COLLEGE OUTSI
OF SAN ANTONIO?

Yes. Project: STAY will do whatever
can to help you establish contact with th
college of your choice anywhere in th
United States.

HOW CAN I FIND OUT IF PROJEC
STAY CAN HELP ME?

You may come by Project: STAY's offi
at 1302 Guadalupe St. or call 226-53
for an appointment with one of ou
College Placement Specialists.

DOES PROJECT STAY CHARGE A
FOR ITS SERVICES?

No. Project: STAY does not charge a
fee for its services.

PROJECT STAY HAS THE ENDORSEMENT OR COOPERATION OF THE FOLLOWING:

* Edgewaad Independent Schaol Dist.
* Harlandale Independent School Dist.
* San Antonio Independent School Dist.
* South San Antonia Independent Schaal Dist.
* Incarnate Word College
* Our Lady af the Lake College
* St. Mary's University
* St. Philip's College
* San Antania College
* Trinity University
* Lulac Cauncil 602 Orlando Calderan Fund
* The Hagg Faundatian For Mental Health, The University Of Texas at Austin
* Fund far the Self-Develapment of Peaple, Synad af Texas
* Upward Bound
* Project UNICO
* San Antonio Model Cities

PROJECT STAY AT A GLANCE

* A non-profit corporation chartered by the State of Texas
* Provides extensive and specific information on educational opportunities, including college scholarships, grants, and loans for access to higher education.
* Assists students in applying for financial assistance.
* Helps youths make contact with the college of their choice.
* Cooperates with college personnel in both admissions and financial aid offices in assisting students in college placement.
* Cooperates with school counselors in helping students make career choices and helps them register for College Entrance Examinations.
* Encourages individuals, foundations and civic organizations to develop additional sources of financial aid to encourage able youth to attend college.

Project STAY INC.

SCHOLARSHIPS TO ABLE YOUTH

EDUCATIONAL TALENT SEARCH

1302 Guadalupe
226-5387

Appendix F

APPENDIX F

PARTICIPANT ELIGIBILITY

The Student Special Services programs of the Division of Student Assistance are designed to prepare low-income academically disadvantaged students for post-secondary education and to supply the services necessary for them to successfully complete a program of higher education. These are students who, in most cases, would not have considered enrollment, or have gained admission to and successfully pursued, an academic career beyond high school without the services provided by the Student Special Services programs. Economic and cultural factors severely limit the options available to these students, while their potential is unlikely to be accurately measured by the traditional methods of grades and standardized tests. The young person served by these programs is the one for whom a college education may become possible if he is given experiences and instructions designed to build on the strengths which he possesses. The mandate of the Student Special Services programs in the Division of Student Assistance is to provide such assistance.

Income Criteria

A. Eighty percent of the students served by a Student Special Services project must meet the following low-income criteria.*

Number of Family Members	Non-Farm	Farm
1	$2092	$1778
2	2619	2225
3	3113	2635
4	3970	3387
5	4684	4002
6	5263	4491
7	6486	5521
**	**Add 600 for each additional member	**Add $400 for each additional member.

*Low-income criteria is based on the adjusted gross family income.

A participant may also be considered eligible under this section if he:

1) lives in federally supported low-income housing;

2) is part of a family where there is serious mismanagement of income so that little, if any, of such income accrues to the benefit of the student;

3) is from a family on a state or federally funded welfare program.

B. Discretion is granted to the Project Director to admit up to twenty percent of the students in a project whose adjusted gross family income from families whose income before taxes is:

Number of Family Members	Non-Farm	Farm
1	$2500	$1800
2	3500	2500
3	4200	3000
4	5200	3700
5	6200	4300
6	6900	4800
7	7600	4800
***	***Add $700 for each additional member.	***Add $500 for each additional member.

In addition, such a student must meet one of the following criteria:

1) lives in a designated Model Cities neighborhood;
2) has English as a second language;
3) is living in a family where the head of household is employed in a low-income, dead-end job;
4) is a migrant;
5) is of a cultural heritage not reflected sufficiently or accurately in the current curriculum or system;
6) is living in an area of cultural or geographic isolation.

Disabled Students

Postsecondardy Student Special Services programs may also be provided for physically disabled students whose physical limitations cause them to need specially designed instruction and related services.

APPENDIX G

APPENDIX G

PROJECT DIRECTOR

Qualifications

1. Experience in the administration of programs aimed at providing services to the disadvantaged, especially in the area of achieving educational goals.

2. Must have an understanding of the problems experienced by the disadvantaged students, culturally and academically.

3. Should be of the same ethnic background of the majority of students being served.

4. Ability to operate effectively and comfortably with students, admissions officers, counselors, financial aid officers, and other administrators and faculty.

Example of Duties

1. Supervises the staff and components.

2. Maintains effective information gathering, record keeping, and evaluation degree of fulfillment of the assigned objectives.

3. Insures compliance with all terms of the Special Services Projects.

4. Coordinates with the participating institutions and departments to insure unified, individualized aid and support for each Special Services student.

5. Keeps abreast of new developments in the field of higher education, Special Services, counseling and testing, and implements those which would improve Special Services Project.

COUNSELORS

Qualifications

1. Demonstrated maturity, experience and/or capability (potential) to establish rapport with disadvantaged students.

2. Willingness to interact with students in a non-authoritative, student-centered manner.

3. At least a Bachelor's Degree with experience in working with the low income minority program and students.

4. A further willingness to enroll in job related courses at the discretion of the Executive Director.

5. Should preferably be of the same ethnic background as of the students being served.

Examples of Work

Under the supervision of the Project Director:

1. Establishes a good relationship with the Special Services students and with all students in general.

2. Determines specifically the student's needs, e.g., scholastic, financial, social, religious, and family as they affect his college success.

3. Relates academic and personal needs to Project instructors and tutors in order to provide full supportive services.

4. Refers students to representatives from campus student services, college financial aid office personnel, college professors and department heads in order to provide supportive services to the student - so as to assure his continued retention and scholastic success.

5. Provides direction to the efforts of tutor-counselors.

6. Establishes a close working cooperation with college professors and administrative personnel.

7. Refers students to all appropriate community agencies.

8. Organization, coordination and maintenance of student files.

9. Maintains such records and carries out such duties as may be designated by the Project Director.

INSTRUCTORS

Qualifications

1. At least a Bachelor's Degree in the field to be taught or successful experience in teaching in that field.

2. Experience in teaching low income minority students, especially bilingual bicultural students.

3. Ability to establish rapport with Special Services students and to use non-traditional methods and techniques in teaching.

4. Should preferably be of the same ethnic background of the students being served.

Examples of Work

Under the supervision of the Executive Director:

1. Determines the proficiency levels of Project enrollees. (pre and post services)

2. Plans and develops a program of individual or group instruction specifically designed for Special Services students.

3. Evaluates and recommends program change whenever necessary.

4. Consults with institutional faculty in order to coordinate the Project's program with institutional work.

5. Carries out such other duties as may be designated by the Project Director.

APPENDIX H

SUMMARY ANALYSIS ON PROJECT UNICO QUESTIONNAIRES A AND B

UNIVERSITY COMPUTING CENTER
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS

S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

VERSION 5.0 -- DECEMBER 15, 1972

RUN NAME PROJECT UNICO, QUESTIONAIRES A AND B
FILE NAME UNICO
VARIABLE LIST YEAR,SEX,AGE,ETHNIC,INCOME,FAMILY,AID1,AID2,AID3,AID4,
RANK,COMPOSIT,ENGLISH,MATH,SOCST,NATSCI,CUSA,NCUSA,
CUSC,NCUSC,SGPA,CUFA,NCUFA,CUFC,NCUFC,FGPA,CUSPA,NCUSPA,
CUSPC,NCUSPC,SPGPA,VAR001 TO VAR014
INPUT FORMAT FIXED(3X,2F1.0,F2.0,F1.0,F5.0,F2.0,5F1.0,5F2.0,3(4F2.0,F3.2),
14F1.0)
NO. OF CASES 66
VAR LABELS CUSA,CREDIT UNITS ATTEMPTED FOR SUMMER/
NCUSA,NON CREDIT UNITS ATTEMPTED FOR SUMMER/
CUSC, CREDIT UNITS COMPLETED FOR SUMMER/
NCUSC, NON CREDIT UNITS COMPLETED FOR SUMMER/
SGPA, GRADE POINT AVERAGE FOR SUMMER/
CUFA,CREDIT UNITS ATTEMPTED FOR FALL/
NCUFA, NON CREDIT UNITS ATTEMPTED FOR FALL/
CUFC, CREDIT UNITS COMPLETED FOR FALL/
NCUFC, NON CREDIT UNITS COMPLETED FOR FALL/
FGPA, GRADE POINT AVERAGE FOR FALL/
CUSPA,CREDIT UNITS ATTEMPTED FOR SPRING/
NCUSPA, NON CREDIT UNITS ATTEMPTED FOR SPRING/
CUSPC, CREDIT UNITS COMPLETED FOR SPRING/
NCUSPC, NON CREDIT UNITS COMPLETED FOR SPRING/
SPGPA,GRADE POINT AVERAGE FOR SPRING
VAR001, SUMMER COLLEGE ORIENTATION/
VAR002, TUTORING/
VAR003, TRANSPORTATION/
VAR004, INDIVIDUAL COUNSELLING/
VAR005, FINANCIAL AID COUNSELLING/
VAR006, VETERANS SUPPORT/
VAR007, HEALTH SERVICES/
VAR008, SPECIAL CURRICULUM/
VAR009, READING/
VAR010, BASIC STUDY SKILLS/
VAR011, DEVELOPMENTAL MATH/

PROJECT UNICO, QUESTIONNAIRES A AND B

```
                        VAR013, OTHER/
                        VAR014, STUDENT REFERRAL
VALUE LABELS            YEAR(1)1971-72(2)1972-73/
                        SEX (1)Male(2)FEMALE/
                        ETHNIC(1)MEXICAN AMERICAN(2)BLACK(3)ANGLO(4)OTHER/
                        AID1 TO AID4(1)EDUC OPPORTUNITY GRANT(2)NATL DEFENSE STUD LOAN
                        (3)COLLEGE WORK STUDY PROG(4)TEX EQUALIZATION GRANT
                        (5)SCHOLARSHIP(6)LEEP97)TOP(8)VETERAN AID(9)MODEL CITIES
                        (0)NONE/
                        RANK(1)FIRST QUARTER(2)SECOND QUARTER(3)THIRD QUARTER(4)
                        FOURTH QUARTER(5)OTHER/
                        VAR001 TO VAR013(1)CHECKED(0)NOT CHECKED/
                        VAR014(1)ADMISSIONS OFFICE(2)STAY(3)UPWARD BOUND(4)BEST
                        (5)OTHER
MISSING VALUES          SEX TO VAR014(BLANK)
CONDESCRIPTIVE          AGE,INCOME,FAMILY,RANK TO SPGPA
STATISTICS              ALL
READ INPUT DATA
```

217 UNICO (CREATION DATE = 03/19/74)

VARIABLE AGE

MEAN	18,227	STD ERROR	0,126	STD DEV	1,020
VARIANCE	1,040	KURTOSIS	27,799	SKEWNESS	4,534
RANGE	8,000	MINIMUM	17,000	MAXIMUM	25,000

VALID OBSERVATIONS - 66
MISSING OBSERVATIONS - 0

VARIABLE INCOME

MEAN	5131,787	STD ERROR	315,918	STD DEV	2467,401
VARIANCE	*********	KURTOSIS	0,494	SKEWNESS	0,627
RANGE	11380,000	MINIMUM	1040,000	MAXIMUM	12420,000

VALID OBSERVATIONS - 61
MISSING OBSERVATIONS - 5

VARIABLE FAMILY

MEAN	5,619	STD ERROR	0,271	STD DEV	2,151
VARIANCE	4,627	KURTOSIS	-0,844	SKEWNESS	0,257
RANGE	8,000	MINIMUM	2,000	MAXIMUM	10,000

VALID OBSERVATIONS - 63
MISSING OBSERVATIONS - 3

VARIABLE RANK

MEAN	1,561	STD ERROR	0,108	STD DEV	0,879
VARIANCE	0,773	KURTOSIS	5,585	SKEWNESS	2,208
RANGE	4,000	MINIMUM	1,000	MAXIMUM	5,000

VALID OBSERVATIONS = 66
MISSING OBSERVATIONS = 0

VARIABLE COMPOSIT

MEAN	14,266	STD ERROR	0,361	STD DEV	2,891
VARIANCE	8,357	KURTOSIS	0,322	SKEWNESS	0,356
RANGE	15,000	MINIMUM	7,000	MAXIMUM	22,000

VALID OBSERVATIONS = 64
MISSING OBSERVATIONS = 2

VARIABLE ENGLISH

MEAN	13,556	STD ERROR	0,532	STD DEV	4,227
VARIANCE	17,864	KURTOSIS	-0,830	SKEWNESS	-0,224
RANGE	18,000	MINIMUM	4,000	MAXIMUM	22,000

VALID OBSERVATIONS = 63
MISSING OBSERVATIONS = 3

219 UNICO (CREATION DATE = 03/19/74)

VARIABLE MATH

MEAN	15,698	STD ERROR	0,648	STD DEV	5,142
VARIANCE	26,440	KURTOSIS	-0,409	SKEWNESS	-0,023
RANGE	22,000	MINIMUM	6,000	MAXIMUM	28,000

VALID OBSERVATIONS - 63
MISSING OBSERVATIONS - 3

VARIABLE SOCST

MEAN	13,000	STD ERROR	0,720	STD DEV	5,668
VARIANCE	32,131	KURTOSIS	-0,477	SKEWNESS	0,515
RANGE	23,000	MINIMUM	2,000	MAXIMUM	25,000

VALID OBSERVATIONS - 62
MISSING OBSERVATIONS - 4

VARIABLE NATSCI

MEAN	14,683	STD ERROR	0,506	STD DEV	4,015
VARIANCE	16,123	KURTOSIS	1,806	SKEWNESS	-0,644
RANGE	24,000	MINIMUM	2,000	MAXIMUM	26,000

VALID OBSERVATIONS - 63
MISSING OBSERVATIONS - 3

UNICO (CREATION DATE = 03/19/74)

220

VARIABLE NCUSA NON CREDIT UNITS ATTEMPTED FOR SUMMER

MEAN	7,200	STD ERROR	0,300	STD DEV	2,419
VARIANCE	5,850	KURTOSIS	-0,922	SKEWNESS	-0,844
RANGE	6,000	MINIMUM	3,000	MAXIMUM	9,000

VALID OBSERVATIONS = 65
MISSING OBSERVATIONS = 1

VARIABLE NCUSC NON CREDIT UNITS COMPLETED FOR SUMMER

MEAN	6,639	STD ERROR	0,298	STD DEV	2,331
VARIANCE	5,434	KURTOSIS	-1,226	SKEWNESS	-0,385
RANGE	6,000	MINIMUM	3,000	MAXIMUM	9,000

VALID OBSERVATIONS = 61
MISSING OBSERVATIONS = 5

VARIABLE CUFA CREDIT UNITS ATTEMPTED FOR FALL

MEAN	11,823	STD ERROR	0,318	STD DEV	2,506
VARIANCE	6,279	KURTOSIS	1,094	SKEWNESS	-0,774
RANGE	13,000	MINIMUM	3,000	MAXIMUM	16,000

VALID OBSERVATIONS = 62
MISSING OBSERVATIONS = 4

221 UNICO (CREATION DATE = 03/19/74)

VARIABLE NCUFA NON CREDIT UNITS ATTEMPTED FOR FALL

MEAN	3,536	STD ERROR	0,221	STD DEV	1,170
VARIANCE	1,369	KURTOSIS	0,817	SKEWNESS	1,679
RANGE	3,000	MINIMUM	3,000	MAXIMUM	6,000

VALID OBSERVATIONS = 28
MISSING OBSERVATIONS = 38

VARIABLE CUFC CREDIT UNITS COMPLETED FOR FALL

MEAN	10,948	STD ERROR	0,396	STD DEV	3,017
VARIANCE	9,103	KURTOSIS	0,572	SKEWNESS	-0,863
RANGE	12,000	MINIMUM	3,000	MAXIMUM	15,000

VALID OBSERVATIONS = 58
MISSING OBSERVATIONS = 8

VARIABLE NCUFC NON CREDIT UNITS COMPLETED FOR FALL

MEAN	3,429	STD ERROR	0,235	STD DEV	1,076
VARIANCE	1,157	KURTOSIS	2,167	SKEWNESS	2,041
RANGE	3,000	MINIMUM	3,000	MAXIMUM	6,000

VALID OBSERVATIONS = 21
MISSING OBSERVATIONS = 45

UNICO, QUESTIONAIRES A AND B

UNICO (CREATION DATE = 03/19/74)

222

VARIABLE FGPA GRADE POINT AVERAGE FOR FALL

MEAN	1,875	STD ERROR	0,092	STD DEV	0,699
VARIANCE	0,488	KURTOSIS	-0,299	SKEWNESS	-0,601
RANGE	2,790	MINIMUM	0,210	MAXIMUM	3,000

VALID OBSERVATIONS - 58
MISSING OBSERVATIONS - 6

VARIABLE CUSPA CREDIT UNITS ATTEMPTED FOR SPRING

MEAN	13,732	STD ERROR	0,282	STD DEV	2,111
VARIANCE	4,454	KURTOSIS	1,835	SKEWNESS	-0,943
RANGE	11,000	MINIMUM	6,000	MAXIMUM	17,000

VALID OBSERVATIONS - 56
MISSING OBSERVATIONS - 10

VARIABLE NCUSPA NON CREDIT UNITS ATTEMPTED FOR SPRING

MEAN	4,000	STD ERROR	0,500	STD DEV	1,500
VARIANCE	2,250	KURTOSIS	-1,500	SKEWNESS	0,707
RANGE	3,000	MINIMUM	3,000	MAXIMUM	6,000

VALID OBSERVATIONS - 9
MISSING OBSERVATIONS - 57

UNICO, QUESTIONAIRES A AND B

UNICO (CREATION DATE = 03/19/74)

223

VARIABLE CUSPC CREDIT UNITS COMPLETED FOR SPRING

MEAN	12,537	STD ERROR	0,416	STD DEV	3,057
VARIANCE	9,348	KURTOSIS	0,824	SKEWNESS	-1,074
RANGE	14,000	MINIMUM	3,000	MAXIMUM	17,000

VALID OBSERVATIONS = 54
MISSING OBSERVATIONS = 12

VARIABLE NCUSPC NON CREDIT UNITS COMPLETED FOR SPRING

MEAN	3,500	STD ERROR	0,500	STD DEV	1,225
VARIANCE	1,500	KURTOSIS	1,200	SKEWNESS	1,789
RANGE	3,000	MINIMUM	3,000	MAXIMUM	6,000

VALID OBSERVATIONS = 6
MISSING OBSERVATIONS = 60

VARIABLE SPGPA GRADE POINT AVERAGE FOR SPRING

MEAN	1,889	STD ERROR	0,096	STD DEV	0,696
VARIANCE	0,484	KURTOSIS	-0,169	SKEWNESS	-0,298
RANGE	3,020	MINIMUM	0,270	MAXIMUM	3,291

VALID OBSERVATIONS = 53
MISSING OBSERVATIONS = 13

UNICO, QUESTIONAIRES A AND B 03/19/74 F

UNICO (CREATION DATE = 03/19/74)

VARIABLE	CASES	MEAN	STD DEV
AGE	66	18.2273	1.0197
INCOME	61	5131.7869	2467.4008
FAMILY	63	5.6190	2.1510
RANK	66	1.5606	0.8793
COMPOSIT	64	14.2656	2.8908
ENGLISH	63	13.5556	4.2266
MATH	63	15.6984	5.1420
SOCST	62	13.0000	5.6084
NATSCI	63	14.6825	4.0154
CUSA	0	**********	**********
NCUSA	65	7.2000	2.4187
CUSC	0	**********	**********
NCUSC	61	6.6393	2.3512
SGPA	0	**********	**********
CUFA	62	11.8226	2.5059
NCUFA	28	3.5357	1.1701
CUFC	58	10.9483	3.0170
NCUFC	21	3.4286	1.0757
FGPA	58	1.8753	0.6986
CUSPA	56	13.7321	2.1105
NCUSPA	9	4.0000	1.5000
CUSPC	54	12.5370	3.0574
NCUSPC	6	3.5000	1.2247
SPGPA	53	1.8889	0.6956

YEAR 225

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1971-72	1	37	56.1	56.1	56.1
1972-73	2	29	43.9	43.9	100.0
	TOTAL	66	100.0	100.0	

MEAN	1.439	STD ERR	0.061	MEDIAN	1.392
MODE	1.000	STD DEV	0.496	VARIANCE	0.246
KURTOSIS	-1.940	SKEWNESS	0.244	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES = 66
MISSING CASES = 0

SEX 226

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	0	1	1.5	1.5	1.5
MALE	1	37	56.1	56.1	57.6
FEMALE	2	28	42.4	42.4	100.0
	TOTAL	66	100.0	100.0	

MEAN	1.409	STD ERR	0.064	MEDIAN	1.365
MODE	1.000	STD DEV	0.522	VARIANCE	0.272
KURTOSIS	-1.282	SKEWNESS	0.048	RANGE	2.000
MINIMUM	0.000	MAXIMUM	2.000		

VALID CASES = 66
MISSING CASES = 0

ETHNIC 227

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
MEXICAN AMERICA	1	63	95.5	95.5	95.5
BLACK	2	3	4.5	4.5	100.0
	TOTAL	66	100.0	100.0	

MEAN	1.045	STD ERR	0.026	MEDIAN	1.024
MODE	1.000	STD DEV	0.208	VARIANCE	0.043
KURTOSIS	17.048	SKEWNESS	4.364	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NONE	0	2	3.0	3.0	3.0
EDUC OPPORTUNITY GRA	1	32	48.5	48.5	51.5
NATL DEFENSE STUD L	2	18	27.3	27.3	78.8
COLLEGE WORK STUDY P	3	10	15.2	15.2	93.9
TEX EQUALIZATIO GRA	4	2	3.0	3.0	97.0
SCHOLARSHIP	5	1	1.5	1.5	98.5
VETERAN AID	8	1	1.5	1.5	100.0
TOTAL		66	100.0	100.0	

MEAN	1.803	STD ERR	0.152	MEDIAN	1.469
MODE	1.000	STD DEV	1.234	VARIANCE	1.522
KURTOSIS	7.996	SKEWNESS	2.267	RANGE	8.000
MINIMUM	0.000	MAXIMUM	8.000		

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NONE	0	10	15.2	15.2	15.2
NATL DEFENSE STUD LO	2	20	30.3	30.3	45.5
COLLEGE WORK STUDY P	3	18	27.3	27.3	72.7
TEX EQUALIZATION GRA	4	17	25.8	25.8	98.5
TOP	7	1	1.5	1.5	100.0
	TOTAL	66	100.0	100.0	

MEAN	2.561	STD ERR	0.173	MEDIAN	2.667
MODE	2.000	STD DEV	1.405	VARIANCE	1.974
KURTOSIS	0.477	SKEWNESS	-0.173	RANGE	7.000
MINIMUM	0.000	MAXIMUM	7.000		

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NONE	0	37	56.1	56.1	56.1
COLLEGE WORK STUDY P	3	11	16.7	16.7	72.7
TEX EQUALIZATION GRA	4	12	18.2	18.2	90.9
SCHOLARSHIP	5	1	1.5	1.5	92.4
EEOP	6	1	1.5	1.5	93.9
MODEL CITIES	9	4	6.1	6.1	100.0
TOTAL		66	100.0	100.0	

MEAN	1.939	STD ERR	0.313	MEDIAN	0.392
MODE	0.000	STD DEV	2.546	VARIANCE	6.481
KURTOSIS	0.907	SKEWNESS	1.241	RANGE	9.000
MINIMUM	0.000	MAXIMUM	9.000		

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NONE	0	61	92.4	92.4	92.4
TRY EQUALIZATION GRA	4	1	1.5	1.5	93.9
SCHOLARSHIP	5	1	1.5	1.5	95.5
MODEL CITIES	9	3	4.5	4.5	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.545	STD ERR	0.246	MEDIAN	0.041
MODE	0.000	STD DEV	2.001	VARIANCE	4.006
KURTOSIS	11.957	SKEWNESS	3.653	RANGE	9.000
MINIMUM	0.000	MAXIMUM	9.000		

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
FIRST QUARTER	1	39	59.1	59.1	59.1
SECOND QUARTER	2	22	33.3	33.3	92.4
THIRD QUARTER	3	2	3.0	3.0	95.5
FOURTH QUARTER	4	1	1.5	1.5	97.0
OTHER	5	2	3.0	3.0	100.0
	TOTAL	66	100.0	100.0	

MEAN	1.561	STD ERR	0.107	MEDIAN	1.346
MODE	1.000	STD DEV	0.873	VARIANCE	0.761
KURTOSIS	5.585	SKEWNESS	2.208	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	2	3.0	3.0	3.0
CHECKED	1	64	97.0	97.0	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.970	STD ERR	0.021	MEDIAN	0.984
MODE	1.000	STD DEV	0.171	VARIANCE	0.029
KURTOSIS	28.031	SKEWNESS	-5.480	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	14	21.2	21.2	21.2
CHECKED	1	52	78.8	78.8	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.788	STD ERR	0.050	MEDIAN	0.865
MODE	1.000	STD DEV	0.409	VARIANCE	0.167
KURTOSIS	-0.016	SKEWNESS	-1.408	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66
MISSING CASES = 0

235

V4R008 TRANSPORTATION 12/08/73 PAGE 11

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	66	100.0	100.0	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.000	STD ERR	0.000	MEDIAN	0.000
MODE	0.000	STD DEV	0.000	VARIANCE	0.000
RANGE	0.000	MINIMUM	0.000	MAXIMUM	0.000

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	3	4.5	4.5	4.5
CHECKED	1	63	95.5	95.5	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.955	STD ERR	0.026	MEDIAN	0.976
MODE	1.000	STD DEV	0.208	VARIANCE	0.043
KURTOSIS	17.048	SKEWNESS	-4.364	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66

MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	4	6.1	6.1	6.1
CHECKED	1	62	93.9	93.9	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.939	STD ERR	0.029	MEDIAN	0.968
MODE	1.000	STD DEV	0.239	VARIANCE	0.057
KURTOSIS	11.545	SKEWNESS	-3.683	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66
MISSING CASES = 0

238

VAR008 VETERANS SUPPORT 12/08/77 PAGE 14

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	46	100.0	100.0	100.0
	TOTAL	46	100.0	100.0	

MEAN	0.000	STD ERR	0.000	MEDIAN	0.000
MODE	0.000	STD DEV	0.000	VARIANCE	0.000
RANGE	0.000	MINIMUM	0.000	MAXIMUM	0.000

VALID CASES = 46
MISSING CASES = 0

239

V5REQ7 HEALTH SERVICES 12/08/77 PAGE 15

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	66	100.0	100.0	100.0
TOTAL		66	100.0	100.0	

MEAN	0.000	STD ERR	0.000	MEDIAN	0.000
MODE	0.000	STD DEV	0.000	VARIANCE	0.000
RANGE	0.000	MINIMUM	0.000	MAXIMUM	0.000

VALID CASES = 66
MISSING CASES = 0

240

VARIOF SPECIAL CURRICULUM 12/08/73 PAGE 16

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	1	1.5	1.5	1.5
CHECKED	1	65	98.5	98.5	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.985	STD ERR	0.015	MEDIAN	0.992
MODE	1.000	STD DEV	0.122	VARIANCE	0.015
KURTOSIS	61.015	SKEWNESS	-7.938	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66

MISSING CASES = 0

241

VAR009 READING 12/08/73 PAGE 17

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	11	16.7	16.7	16.7
CHECKED	1	55	83.3	83.3	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.833	STD ERR	0.046	MEDIAN	0.900
MODE	1.000	STD DEV	0.373	VARIANCE	0.139
KURTOSIS	1.270	SKEWNESS	-1.789	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66

MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	38	57.6	57.6	57.6
CHECKED	1	28	42.4	42.4	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.424	STD ERR	0.061	MEDIAN	0.368
MODE	0.000	STD DEV	0.494	VARIANCE	0.244
KURTOSIS	-1.916	SKEWNESS	0.307	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66

MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	13	19.7	19.7	19.7
CHECKED	1	53	80.3	80.3	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.803	STD ERR	0.049	MEDIAN	0.877
MODE	1.000	STD DEV	0.398	VARIANCE	0.158
KURTOSIS	0.392	SKEWNESS	-1.524	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66
MISSING CASES = 0

VAR112 ENGLISH GRAMMAR AND COMPOSITION 12/08/73 PAGE 20

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	12	18.2	18.2	18.2
CHECKED	1	54	81.8	81.8	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.818	STD ERR	0.047	MEDIAN	0.889
MODE	1.000	STD DEV	0.386	VARIANCE	0.149
KURTOSIS	0.722	SKEWNESS	-1.650	RANGE	1.000
MINIMUM	0.000	MAXIMUM	1.000		

VALID CASES = 66

MISSING CASES = 0

245

VAR013 OTHER 12/08/73 PAGE 21

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NOT CHECKED	0	66	100.0	100.0	100.0
	TOTAL	66	100.0	100.0	

MEAN	0.000	STD ERR	0.000	MEDIAN	0.000
MODE	0.000	STD DEV	0.000	VARIANCE	0.000
RANGE	0.000	MINIMUM	0.000	MAXIMUM	0.000

VALID CASES = 66
MISSING CASES = 0

246

VAR01# STUDENT REFERRAL 12/08/77 PAGE 22

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
ADMISSIONS OFFICE	1	30	45.5	45.5	45.5
STAY	2	23	34.8	34.8	80.3
UPWARD BOUND	3	4	6.1	6.1	86.4
REST	4	9	13.6	13.6	100.0
	TOTAL	66	100.0	100.0	

MEAN	1.879	STD ERR	0.126	MEDIAN	1.630
MODE	1.000	STD DEV	1.023	VARIANCE	1.046
KURTOSIS	-0.141	SKEWNESS	1.009	RANGE	3.000
MINIMUM	1.000	MAXIMUM	4.000		

VALID CASES = 66
MISSING CASES = 0

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	2	4	6.1	6.3	6.3
	3	5	7.6	7.9	14.3
	4	16	24.2	25.4	39.7
	5	6	9.1	9.5	49.2
	6	10	15.2	15.9	65.1
	7	10	15.2	15.9	81.0
	8	3	4.5	4.8	85.7
	9	7	10.6	11.1	96.8
	10	2	3.0	3.2	100.0
OUT OF RANGE		3	4.5	MISSING	100.0
	TOTAL	66	100.0	100.0	

MEAN	5.619	STD ERR	0.269	MEDIAN	5.550
MODE	4.000	STD DEV	2.134	VARIANCE	4.553
KURTOSIS	-0.844	SKEWNESS	0.257	RANGE	8.000
MINIMUM	2.000	MAXIMUM	10.000		

VALID CASES = 63

MISSING CASES = 3

APPENDIX I

SUMMARY ANALYSIS ON PROJECT UNICO STUDENT FEEDBACK QUESTIONNAIRE

05/19/74

UNIVERSITY COMPUTING CENTER
UNIVERSITY OF MASSACHUSETTS
AMHERST, MASSACHUSETTS

S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

VERSION 5.0 -- DECEMBER 15, 1972

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RUN NAME         PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE
FILE NAME         UNICO
VARIABLE LIST    VAR001 TO VAR014,YEAR
INPUT FORMAT     FIXED(2X,12F1.0,2F2.0,F1.0)
NO. OF CASES     30
VALUE LABELS     VAR001 TO VAR012(1)NOT IMPORTANT(2)SOMEWHAT IMPORTANT
                 (3)NEUTRAL OR VA(4)IMPORTANT(5)VERY IMPORTANT/
                 VAR013 TO VAR014(1)SUMMER ORIENTATION
                 (2)TUTORING
                 (3)INDIVIDUAL COUNSELING
                 (4)TRANSPORTATION
                 (5)AID COUNSELLING
                 (6)VETERAN SUPPORT
                 (7)CULTURAL MEDIA CENTER
                 (8)READING COURSE
                 (9)STUDY SKILLS COURSE
                 (10)MATH COURSE
                 (11)ENGLISH COURSE
                 (12)NONE
                 (13)ALL
                 (14)NO RESPONSE/
                 YEAR(1)1971-72(2)1972-73
MISSING VALUES   YEAR(0)
CROSSTABS        VAR001 TO VAR014 BY YEAR
STATISTICS       1
READ INPUT DATA
```

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * *
VAR001 Importance of Project UNICO BY YEAR
* PA

VAR001	YEAR 1971-72	1972-73	ROW TOTAL
1,00 NOT IMPORTANT	3	0	3
	100.0	0.0	10.3
	21.4	0.0	
	10.3	0.0	
2,00 SOMEWHAT IMPORTA	2	2	4
	50.0	50.0	13.8
	14.3	13.3	
	6.9	6.9	
3,00 NEUTRAL OR NA	2	0	2
	100.0	0.0	6.9
	14.3	0.0	
	6.9	0.0	
4,00 IMPORTANT	3	2	5
	60.0	40.0	17.2
	21.4	13.3	
	10.3	6.9	
5,00 VERY IMPORTANT	4	11	15
	26.7	73.3	51.7
	28.6	73.3	
	13.8	37.9	
COLUMN TOTAL	14	15	29
	48.3	51.7	100.0

CHI SQUARE = 8,44222 WITH 4 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* CROSSTABULATION OF * * * * * * * * * * * * *

VAR002 Summer College Orientation BY YEAR

* PA

VAR002	YEAR 1971-72 (1,00)	YEAR 1972-73 (2,00)	ROW TOTAL
1,00 NOT IMPORTANT	1	1	2
	ROW PCT 50.0	50.0	6,9
	COL PCT 7.1	6,7	
	TOT PCT 3.4	3,4	
2,00 SOMEWHAT IMPORTA	4	4	8
	ROW PCT 50.0	50.0	27,6
	COL PCT 28.6	26,7	
	TOT PCT 13.8	13.8	
3,00 NEUTRAL OR NA	2	2	4
	ROW PCT 50.0	50.0	13,8
	COL PCT 14.3	13.3	
	TOT PCT 6.9	6.9	
4,00 IMPORTANT	5	6	11
	ROW PCT 45,5	54,5	37,9
	COL PCT 35.7	40,0	
	TOT PCT 17.2	20,7	
5,00 VERY IMPORTANT	2	2	4
	ROW PCT 50.0	50,0	13,8
	COL PCT 14.3	13,3	
	TOT PCT 6.9	6,9	
COLUMN TOTAL	14 48.3	15 51.7	29 100,0

CHI SQUARE = 0,05649 WITH 4 DEGREES OF FREEDOM

NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* CROSSTABULATION OF * * * * * * * * * * * *

VAR003 Tutoring BY YEAR

* PA

VAR003	COUNT / ROW PCT / COL PCT / TOT PCT	YEAR 1971-72 (1,00)	YEAR 1972-73 (2,00)	ROW TOTAL
1,00 NOT IMPORTANT		0 0.0 0.0 0.0	2 100.0 13.3 6.9	2 6,9
2,00 SOMEWHAT IMPORTA		4 100.0 28.6 13.8	0 0.0 0.0 0.0	4 13,8
3,00 NEUTRAL OR NA		3 75.0 21.4 10.3	1 25.0 6.7 3.4	4 13,8
4,00 IMPORTANT		2 33.3 14.3 6.9	4 66.7 26.7 13.8	6 20,7
5,00 VERY IMPORTANT		5 38.5 35.7 17.2	8 61.5 53.3 27.6	13 44,8
COLUMN TOTAL		14 48.3	15 51.7	29 100,0

CHI SQUARE = 8,33440 WITH 4 DEGREES OF FREEDOM

NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

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VAR004 Individual Counselling BY YEAR

* P

VAR004	YEAR 1971-72 (1,00)	1972-73 (2,00)	ROW TOTAL
1,00 NOT IMPORTANT	3	0	3
	ROW PCT 100.0	0,0	10,3
	COL PCT 21.4	0,0	
	TOT PCT 10,3	0,0	
2,00 SOMEWHAT IMPORTA	1	4	5
	ROW PCT 20.0	80,0	17,2
	COL PCT 7.1	26,7	
	TOT PCT 3.4	13,8	
3,00 NEUTRAL OR NA	3	0	3
	ROW PCT 100.0	0.0	10,3
	COL PCT 21.4	0,0	
	TOT PCT 10.3	0,0	
4,00 IMPORTANT	2	5	7
	ROW PCT 28.6	71,4	24,1
	COL PCT 14.3	33,3	
	TOT PCT 6.9	17,2	
5,00 VERY IMPORTANT	5	6	11
	ROW PCT 45.5	54.5	37,9
	COL PCT 35.7	40,0	
	TOT PCT 17.2	20.7	
COLUMN TOTAL	14	15	29
	48.3	51,7	100,0

CHI SQUARE = 9,15302 WITH 4 DEGREES OF FREEDOM

NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* CROSSTABULATION OF *

VAR005 Transportation BY YEAR

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PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* CROSSTABULATION OF * * * * * * * * * * * *

VAR006 Financial Aid Counselling BY YEAR

* P

VAR006	YEAR 1971-72 (1,00)	1972-73 (2,00)	ROW TOTAL
1,00 NOT IMPORTANT	1	1	2
	ROW PCT 50,0	50,0	6,9
	COL PCT 7,1	6,7	
	TOT PCT 3,4	3,4	
2,00 SOMEWHAT IMPORTA	3	2	5
	ROW PCT 60,0	40,0	17,2
	COL PCT 21,4	13,3	
	TOT PCT 10,3	6,9	
3,00 NEUTRAL OR NA	3	5	8
	ROW PCT 37,5	62,5	27,6
	COL PCT 21,4	33,3	
	TOT PCT 10,3	17,2	
4,00 IMPORTANT	5	2	7
	ROW PCT 71,4	28,6	24,1
	COL PCT 35,7	13,3	
	TOT PCT 17,2	6,9	
5,00 VERY IMPORTANT	2	5	7
	ROW PCT 28,6	71,4	24,1
	COL PCT 14,3	33,3	
	TOT PCT 6,9	17,2	
COLUMN TOTAL	14 48,3	15 51,7	29 100,0

CHI SQUARE = 3,24080 WITH 4 DEGREES OF FREEDOM

NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

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VAR007 Veteran's Support BY YEAR
* PA

VAR007	YEAR: 1971-72 (1,00)	1972-73 (2,00)	ROW TOTAL
1,00 NOT IMPORTANT	2	5	7
	28,6	71,4	24,1
	14,3	33,3	
	6,9	17,2	
2,00 SOMEWHAT IMPORTA	2	1	3
	66,7	33,3	10,3
	14,3	6,7	
	6,9	3,4	
3,00 NEUTRAL OR NA	10	8	18
	55,6	44,4	62,1
	71,4	53,3	
	34,5	27,6	
4,00 IMPORTANT	0	1	1
	0,0	100,0	3,4
	0,0	6,7	
	0,0	3,4	
COLUMN TOTAL	14	15	29
	48,3	51,7	100,0

CHI SQUARE = 2,81013 WITH 3 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* CROSSTABULATION OF * * * * * * * * * * * * * *

VAR008 Cultural/Media Resource Center BY YEAR

* PA

VAR005	YEAR 1971-72 (1,00)	1972-73 (2,00)	ROW TOTAL
1,00 NOT IMPORTANT	2	5	7
	28.6	71.4	24.1
	14.3	33.3	
	6.9	17.2	
2,00 SOMEWHAT IMPORTA	4	1	5
	80.0	20.0	17.2
	28.6	6.7	
	13.8	3.4	
3,00 NEUTRAL OR NA	7	5	12
	58.3	41.7	41.4
	50.0	33.3	
	24.1	17.2	
4,00 IMPORTANT	1	1	2
	50.0	50.0	6.9
	7.1	6.7	
	3.4	3.4	
5,00 VERY IMPORTANT	0	3	3
	0.0	100.0	10.3
	0.0	20.0	
	0.0	10.3	
COLUMN TOTAL	14	15	29
	48.3	51.7	100.0

CHI SQUARE = 6.39217 WITH 4 DEGREES OF FREEDOM

NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * *

VAR009 Reading Course BY YEAR PA

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VAR009	YEAR: 1971-72 (1,00)	1972-73 (2,00)	ROW TOTAL
1,00 NOT IMPORTANT	COUNT 0	3	3
	ROW PCT 0.0	100.0	10,3
	COL PCT 0.0	20,0	
	TOT PCT 0.0	10,3	
2,00 SOMEWHAT IMPORTA	COUNT 3	1	4
	ROW PCT 75.0	25,0	13,8
	COL PCT 21.4	6,7	
	TOT PCT 10.3	3,4	
3,00 NEUTRAL OR NA	COUNT 4	4	8
	ROW PCT 50.0	50,0	27,6
	COL PCT 28.6	26,7	
	TOT PCT 13,8	13,8	
4,00 IMPORTANT	COUNT 5	5	10
	ROW PCT 50.0	50,0	34,5
	COL PCT 35,7	33,3	
	TOT PCT 17.2	17,2	
5,00 VERY IMPORTANT	COUNT 2	2	4
	ROW PCT 50.0	50,0	13,8
	COL PCT 14.3	13.3	
	TOT PCT 6.9	6,9	
COLUMN TOTAL	14 / 48.3	15 / 51,7	29 / 100,0

CHI SQUARE = 3,97024 WITH 4 DEGREES OF FREEDOM

NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * *

VAR010 Basic Study Skills Course BY YEAR

* PA(

VAR010	YEAR 1971-72 (1,00)	1972-73 (2,00)	ROW TOTAL
1,00 NOT IMPORTANT	0	1	1
	0.0	100.0	3,4
	0.0	6,7	
	0,0	3,4	
2,00 SOMEWHAT IMPORTA	2	3	5
	40.0	60.0	17,2
	14,3	20,0	
	6,9	10,3	
3,00 NEUTRAL OR NA	8	4	12
	66,7	33,3	41,4
	57,1	26,7	
	27,6	13,8	
4,00 IMPORTANT	3	5	8
	37,5	62,5	27,6
	21,4	33,3	
	10,3	17,2	
5,00 VERY IMPORTANT	1	2	3
	33,3	66,7	10,3
	7,1	13,3	
	3,4	6,9	
COLUMN TOTAL	14	15	29
	48.3	51,7	100,0

CHI SQUARE = 3,33615 WITH 4 DEGREES OF FREEDOM

NUMBER OF MISSING OBSERVATIONS = 1

PROJECT UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

FILE UNICO (CREATION DATE = 03/19/74)

* CROSSTABULATION OF *

VAR011 Developmental Math Course BY YEAR PAI

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261 UNICO (CREATION DATE = 03/19/74)

* CROSSTABULATION OF * * * * * * * * * * * * * * * *

VAR012 English Grammar and Composition Course BY YEAR

* PAGE

VAR012	YEAR 1971-72 (1.00)	1972-73 (2.00)	ROW TOTAL
1.00 NOT IMPORTANT	COUNT 0	1	1
	ROW PCT 0.0	100.0	3.4
	COL PCT 0.0	6.7	
	TOT PCT 0.0	3.4	
2.00 SOMEWHAT IMPORTA	COUNT 2	2	4
	ROW PCT 50.0	50.0	13.8
	COL PCT 14.3	13.3	
	TOT PCT 6.9	6.9	
3.00 NEUTRAL OR NA	COUNT 4	2	6
	ROW PCT 66.7	33.3	20.7
	COL PCT 28.6	13.3	
	TOT PCT 13.8	6.9	
4.00 IMPORTANT	COUNT 5	5	10
	ROW PCT 50.0	50.0	34.5
	COL PCT 35.7	33.3	
	TOT PCT 17.2	17.2	
5.00 VERY IMPORTANT	COUNT 3	5	8
	ROW PCT 37.5	62.5	27.6
	COL PCT 21.4	33.3	
	TOT PCT 10.3	17.2	
COLUMN TOTAL	14	15	29
	48.3	51.7	100.0

CHI SQUARE = 2.13472 WITH 4 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS = 1

262 UNICO (CREATION DATE = 03/19/74)

CROSSTABULATION OF VAR013 Most Important UNICO services BY YEAR

VAR013	YEAR: 1971-72 (1,00)	1972-73 (2,00)	ROW TOTAL
1,00 SUMMER ORIENTATI	2	1	3
	66.7	33.3	10,3
	14.3	6.7	
	6.9	3.4	
2,00 TUTORING	4	5	9
	44.4	55.6	31,0
	28.6	33.3	
	13.8	17.2	
3,00 INDIVIDUAL COUNS	4	5	9
	44.4	55.6	31,0
	28.6	33.3	
	13.8	17.2	
5,00 AID COUNSELLING	1	1	2
	50.0	50.0	6,9
	7.1	6.7	
	3.4	3.4	
8,00 READING COURSE	1	0	1
	100.0	0.0	3,4
	7.1	0.0	
	3.4	0.0	
10,00 MATH COURSE	1	0	1
	100.0	0.0	3,4
	7.1	0.0	
	3.4	0.0	
12,00 NONE	1	1	2
	50.0	50.0	6,9
	7.1	6.7	
	3.4	3.4	
COLUMN TOTAL	14	15	29
	48.3	51.7	100.0

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UNICO STUDENT FEEDBACK QUESTIONAIRE 03/19/74

UNICO (CREATION DATE = 03/19/74)

* CROSSTABULATION OF * * * * * * * * * * * * * *

VAR013 Most Important UNICO Services BY YEAR

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UNICO STUDENT FEEDBACK QUESTIONAIRE

UNICO (CREATION DATE = 03/19/74)

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VAR014 Least Important UNICO Services BY YEAR

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VAR014	YEAR 1971-72	1972-73	ROW TOTAL
	1,00	2,00	
1,00 SUMMER ORIENTATI	0	1	1
	0.0	100.0	3,4
	0.0	6.7	
	0.0	3.4	
3,00 INDIVIDUAL COUNS	0	1	1
	0.0	100,0	3,4
	0.0	6.7	
	0.0	3.4	
4,00 TRANSPORTATION	6	5	11
	54.5	45.5	37,9
	42.9	33,3	
	20.7	17.2	
6,00 VETERAN SUPPORT	3	2	5
	60.0	40.0	17,2
	21.4	13.3	
	10.3	6,9	
7,00 CULTURAL MEDIA C	1	3	4
	25.0	75,0	13,8
	7.1	20,0	
	3.4	10.3	
10,00 MATH COURSE	0	2	2
	0.0	100,0	6,9
	0.0	13,3	
	0.0	6,9	
11,00 ENGLISH COURSE	1	0	1
	100.0	0,0	3,4
	7.1	0,0	
	3.4	0,0	
COLUMN TOTAL	14	15	29
	48.3	51.7	100,0

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UNICO STUDENT FEEDBACK QUESTIONAIRE

265

UNICO (CREATION DATE = 03/19/74)

CROSSTABULATION OF VAR014 Least Important UNICO Services BY YEAR PAGE

VAR014	YEAR 1971-72 (1.00)	1972-73 (2.00)	ROW TOTAL
13.00 ALL	1	1	2
	50.0	50.0	6.9
	7.1	6.7	
	3.4	3.4	
14.00 NO RESPONSE	2	0	2
	100.0	0.0	6.9
	14.3	0.0	
	6.9	0.0	
COLUMN TOTAL	14	15	29
	48.3	51.7	100.0

CHI SQUARE = 8.26626 WITH 8 DEGREES OF FREEDOM
NUMBER OF MISSING OBSERVATIONS = 1